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ABSTRACT

The activities of a two-week library executive development program held at the University of Washington are outlined. This program was organized to help executives of all types of libraries understand current issues and concepts in business and public administration so that they will be better able to meet the needs and demands on libraries as modern information centers. Some specific objectives of the Institute program are to provide for the participant: (1) knowledge of the functions and principles of modern upper-level management; (2) an experimental learning process that will emphasize the application of pertinent theory in such areas as work analysis and simplification, budgeting, organizing, decision-making or problem-solving, human relations, and leadership; (3) an opportunity to examine common problems with other library executives and to discuss them with members of the faculty and develop friendships with other participants, and increase his confidence in himself. (Author/MF)

ED042457

NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS UNDER THE HIGHER EDUCATION ACT, TITLE II-B

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SUBJECT: LIBRARY EXECUTIVE DEVELOPMENT PROGRAM

AT: UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98105

DATES: APRIL 14 TO APRIL 25, 1969

SUBMITTED BY: IRVING LIEBERMAN, DIRECTOR
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I INTRODUCTION

The efficiency and responsiveness of library services reflect the quality of library administrators at all levels, but perhaps nowhere more than at the top. The top management of libraries must deal with the same problems of leadership and exhibit the same capacities and capabilities as do administrators in other types of organizations. They are required to point the way in policy matters of all kinds; they must be skilled in planning and decision making; they must know how to structure, direct and control complex organizations; they must be acquainted with the principles of work simplification and automation; they must know how to carry out important fiscal responsibilities; and they must understand the human problems involved in maximizing the cooperation and productivity of their staff. No less than executives everywhere, they need to have the knowledge and skills which contribute to effective administration.

Much of this knowledge and skill comes from experience. However, the necessity for retraining administrators periodically is widely recognized in our culture. The contributions of the behavioral sciences and the quantitative disciplines to the art and science of administration have raised important questions concerning the adequacy of traditional ideas in organization and management, and the pace and variety of these contributions are accelerating. As a result, administrative obsolescence is an ever-present danger in organizational life. "Scientific management" in the old Taylor tradition, still widely practiced, is no longer wholly compatible with the social and political realities of the 1960's. As the aspirations and capacities of working people have risen, so have their expectations, and their motivational patterns as organization members have changed. Administrators, whether involved in business, government, education or any other field in which complex organization is essential, need to be aware of the contributions of science to administration and need also to concern themselves with their own interpersonal competencies if they are to continue to make contributions as heads of organizations.

The program outlined herein was designed to provide top library administrators with an educational growth experience which would help them meet the needs and demands of modern information centers so that library service might better keep pace with the increasingly heavy demand placed upon it by an important, growing and diverse clientele. Librarians as a group have had many opportunities to participate in continuing education. Most of these programs, however, have been concerned with the technical and special areas of librarianship and have not been oriented to the problems of administration and management.

The University of Washington, enrollment over 32,000, was well suited to offer an executive development program. It is located in a spectacular setting in the city of Seattle, Washington. Because of its size, the quality

of its faculty and its urban location, it is able to draw upon the combined professional and cultural resources of a large academic and metropolitan complex.

The School of Librarianship, one of forty-eight schools accredited by the American Library Association and a member of the Association of American Library Schools, prepares students for professional positions in all types of libraries. Programs offered lead to the degrees of Master of Librarianship and Master of Law Librarianship. After several years of discussion, experimentation, and study, the School of Librarianship moved ahead during 1966-1967 to implement changes in its curriculum in recognition of the new developments in organizing information and of the new techniques in library management necessitated by the knowledge explosion.

In addition, the University has a Graduate School of Business Administration widely recognized for its excellence. This School has been involved in the field of executive development for many years. Approximately 2,000 business men attended 22 executive development programs of various types at the School during the last academic year. The nature of some of these programs is revealed in their titles: The Business Outlook Conference; The Transportation Conference; E.D.P. for Accountants; Financial Planning and Control for Small Business; Practical Management for Small Business; the Aerospace Industry Manufacturing Seminar; the Pacific Coast Banking School; and Savings and Loan School for Executive Development.

The oldest of these programs, the Pacific Coast Banking School, first held in 1938, was co-sponsored by the banking associations of ten western states, and nearly 1,700 persons have completed work in the program since its establishment. Many other organizations have participated in executive development programs sponsored by the Graduate School of Business Administration including The Boeing Company, Western Airlines, the U.S. Corps of Engineers, Westinghouse, and the American Savings and Loan Association. A broad spectrum of management knowledge and skills, including such areas as public relations and responsibilities, accounting, finance, operations management, organization theory, organizational behavior and human relations, decision theory and problem solving, personnel administration and business policy, have been included in the curricula of these programs.

The physical facilities for the Institute were at the University of Washington Continuing Education Center at Lake Wilderness in Maple Valley, Washington. This location is thirty miles southeast of Seattle. The Center is an attractive modern structure in a scenic and secluded environment. The Lake Wilderness Center faces the lake from which a spectacular view of Mount Rainier can be seen. Although seemingly isolated, the Center is only a short distance from the campus (45 minutes driving time), providing the convenience of a city location, a closeness to the campus, and yet the remoteness of a retreat. Facilities for swimming, boating, badminton, volleyball, horseshoes, and table tennis are available to Center guests. In addition, there is an adjacent nine-hole golf course.

A. OBJECTIVES -- To provide for the participant: (1) knowledge of the functions and principles of modern upper-level management; (2) an experiential learning process which will emphasize the application of pertinent theory in such areas as work analysis and simplification, budgeting, organizing, decision making or problem solving, human relations, and leadership; (3) an opportunity to examine common problems with other library executives and members of the faculty; (4) an environment in which to broaden his own views and insights, develop friendships with other participants, and increase his confidence in himself.

B. PARTICIPANTS -- The program was designed for thirty-five participants who have important administrative responsibilities in large library organizations -- chief librarians, deputy librarians, heads of major departments in large public, academic, special or school libraries. A list of the participants is included in the Appendix.

C. ADMINISTRATIVE STAFF.

1. Director: Irving Lieberman, Professor and Director, School of Librarianship, University of Washington: B.A., New York University, 1935; B.S. (L.S.) Columbia University School of Library Service, 1939; M.A., Columbia University, 1950; Ed.D., Columbia University, 1955.

2. Consultant on Program and Faculty: Henry P. Knowles, Associate Professor of Organizational Behavior, University of Washington: B.S., U.S. Naval Academy, 1935; M.B.A., Harvard, 1947; Ph.D., Stanford, 1961. Duties: Advise Director on program content, advise Director on selection and compensation of individual faculty members, coordinate and integrate the educational aspects of the program in accordance with the program objectives.

3. Secretary: Nancy Mercer. Duties: Responsibility for correspondence, establishment of filing system, budget, payroll, stipend payments, supervision of clerical help, assist in preparation of final report.

D. PROGRAM -- The formal program is detailed in the brief description of sessions as well as in the two-week Schedule-at-a-Glance which begins on the following page.

LIBRARY EXECUTIVE DEVELOPMENT PROGRAM

SCHEDULE-AT-A-GLANCE

FOLLOWED BY DESCRIPTION OF SESSIONS

<table>
<tr><td></td><td>Mon, April 14</td><td>Tues, April 15</td><td>Wed, April 16</td><td>Thurs, April 17</td><td>Fri, April 18</td></tr>
<tr><td rowspan="4">FIRST WEEK

8:30-
12:00
NOON</td><td rowspan="2">THE LIBRARIAN AS ADMINISTRATOR</td><td colspan="4">ORGANIZATIONS AND ORGANIZATIONAL BEHAVIOR</td></tr>
<tr><td>ORGANIZATIONAL TECHNOLOGY AND STRUCTURE</td><td colspan="3" rowspan="2">ORGANIZATIONAL BEHAVIOR
Analysis and Discussion
of Case Problems in
Human Relations</td></tr>
<tr><td>ORGANIZATION AND MANAGEMENT: A SYSTEMS APPROACH</td><td>PSYCHO-SOCIAL AND MANAGERIAL SYSTEMS</td></tr>
<tr><td colspan="3">PLANNING, TECHNOLOGY, AND SYSTEMS ANALYSIS</td><td colspan="2">COSTING AND BUDGETING</td></tr>
<tr><td>1:30-
4:00
P.M.</td><td>LIBRARIES AND AUTOMATION</td><td>MANAGEMENT PLANNING</td><td>SYSTEMS ANALYSIS</td><td>COST IDENTIFICATION AND COLLECTION</td><td>BUDGET DEVELOPMENT</td></tr>
<tr><td></td><td>Mon, April 21</td><td>Tues, April 22</td><td>Wed, April 23</td><td>Thurs, April 24</td><td>Fri, April 25</td></tr>
<tr><td rowspan="4">SECOND WEEK

8:30-
12:00
NOON</td><td colspan="5">LEADERSHIP LABORATORY</td></tr>
<tr><td colspan="5">Programmed Learning Experiences
"Back-home" Problems
"Here and Now" Behavior</td></tr>
<tr><td colspan="4">POLICY FORMULATION AND ADMINISTRATION</td><td rowspan="2">CLOSING LUNCHEON AND ADJOURNMENT</td></tr>
<tr><td colspan="4">The Administrative Process and the Organization's Internal and External Environment

Case Problems in Sizing up Situations; Formulating Policies; Assessing Risks; Planning Programs of Action; Controlling and Re-Appraising</td></tr>
<tr><td>1:30-
4:00
P.M.</td><td colspan="5"></td></tr>
</table>

Morning Coffee Break 10:00-10:30 a.m.
Afternoon Coffee Break 2:45-3:15 p.m.
Luncheon Daily 12:15-1:15 p.m.

FIRST WEEK

MONDAY, APRIL 14

MORNING

8:30-10:00 a.m.

The Librarian as Administrator

Instructor: Foster E. Mohrhardt

Content: The orientation will be toward practical aspects of library administration related to basic concepts of administration of public services. Attention will be given to the analysis of unique qualities of executive qualifications and requirements for librarians. The changes in scope and complexity of library opportunities and responsibilities will be examined as they relate to the administrator's need for immediate, continuing and long-range analysis and planning.

Consideration will be given to the administrator's external as well as internal challenges and relationships. Stress will be given to the importance of scientific decision making, particularly in the budget related areas of responsibility.

Specialized training, updating and retraining will be considered from the individual and institutional standpoints. Actual problems will be analyzed and developed both for illustration and as challenges to the participants.

10:30-Noon

Organization and Management: A Systems Approach

Instructor: Fremont E. Kast

Content: A brief historical analysis will be made of those factors in the socio-cultural environment which have led to the development of complex organizations in our society. As organizations have increased in size and complexity, the functions of administration have become more important. We will trace the development or organization and management theory from traditional to modern views.

Basically, organizations will be considered as socio-technical systems in interaction with their environment. As such, they have many characteristics in common with other types of open systems. The organization will be viewed as having a number of major subsystems: (1) goals and values, (2) technology, (3) structure, (4) psycho-social system, and (5) managerial system. In order to establish a broad framework for the program, we will look at each of these subsystems and see how they are interrelated. This overview will serve to introduce the various areas for the entire executive development program.

AFTERNOON

1:30-4:00 p.m.

Libraries and Automation

Instructor: Joseph Becker

Content: The main purposes of this lecture are:

1. To acquaint the participants with the principles, equipment, and application of data processing and communication technology to library services and functions.

2. To provide the participants with an awareness of the implications of the new technology for library planning, development, and management.

3. To establish a frame of reference within which the participants can continue to add new information about library automation.

Using the lecture method and audio-visual aids, including remote access retrieval devices, the instructor will review library automation from the following perspective:

1. The place of the new technology in library history and practice.

2. The impact of the new technology on the library's responsibility to society.

3. An explanation of the cycle by which non-numerical information is processed by libraries and documentation centers.

4. Discussion of the application of computer programs to subject classification, cataloging and the performance of other pseudo-intellectual library functions.

5. A review of the principles and equipment relating to computer technology, communications technology and microform technology.

6. Selective descriptions of the application of the new technology to library functions such as cataloging, serial records and circulation control.

7. Background on the current trend toward greater interlibrary communications through telecommunication networks.

TUESDAY, APRIL 15

MORNING

8:30-10:00 a.m.

Organizational Technology and Structure

Instructor: Fremont E. Kast

Content: In this session we will concentrate more specifically on concepts related to the technology and structure of organizations. Technological changes have had a major impact upon organizations and their administration. Certainly, libraries are faced with major changes in technology which will affect their internal operations as well as their environmental relationships. Two primary factors are involved in the structure of complex organizations. The first is the trend toward greater differentiation and specialization of activities. The second factor is the need for new means for achieving integration of these diverse activities. These two aspects, the differentiation and integration of activities, will provide the primary framework for our discussion.

We will consider several other facets of organizational analysis such as the increasing number of highly-trained professionals, problems in the utilization of information and knowledge, and inter-organizational relationships. We will also investigate some of the newer organizational forms such as project and program management and discuss their applicability to libraries. Finally, we will look to the future and discuss the necessity for developing adaptive innovative organizations.

10:30-Noon

Psycho-Social and Managerial Systems

Instructor: James E. Rosenzweig

Content: Individuals in social relationships comprise the psycho-social system in organizations. The general "atmosphere" is affected by many factors; some integral, others peripheral. Societal culture sets an overall framework; industry mores and practices have an impact; and many elements are peculiar to specific organizations. Technology and structure affect organizational climate, as do employee attitudes and morale. The behavioral sciences--anthropology, psychology, and sociology--have contributed significantly to our basic knowledge and understanding of organizational psycho-social systems. Some specific topics of interest are (1) individual behavior and motivation, (2) status and role systems, (3) group dynamics, and (4) influence systems and leadership.

The managerial system is primarily concerned with decision making for planning and controlling organizational endeavor. Its basic task is coordinating diverse enterprise activities toward objective accomplishment. We have considered the organizational constraints (goals and values, technology, and structure as well as the psycho-social system) which comprise the complex internal and external environment for managerial decision making.

AFTERNOON

1:30-4:00 p.m.

Management Planning

Instructor: William T. Newell

Content: The purpose of this session is to explore several dimensions of the process of management planning for the development of libraries. Emphasis will be on long-range strategic planning and its application to library administration.

Important aspects of this process are identification of the changing environments in which the library operates (institutional, economic, technological, etc.); formulation of goals and objectives; development of plans to attain goals, and implementation of plans.

The discussion in this session will focus upon applying these concepts to library management.

WEDNESDAY, APRIL 16

MORNING

8:30-Noon

Organizational Behavior

Instructor: Borje O. Saxberg

Content: The course of organizational behavior will concentrate on the human aspects of administration and the problems related to tension management. The emphasis will be on the human environment which can be found in the work organization. Specifically the following topics will be covered: Development of Personality, Motivation for Effective Performance, Aspects of Leadership Styles, Interpersonal Communication for Organizational Health, and Man in Relation to Structure and Technology.

By means of the case material and films, the participants in the Library Executive Development Program will be introduced to the relevance of attitudes, feeling and values to organizational problems. Through the lectures and the reading material some of the findings of the behavioral sciences will be discussed to create a conceptual scheme for ordering individual and organizational behavior. Finally, the participants in the program will also be introduced to the need to recognize the relevance of a skill dimension in face-to-face interaction with others in the organizational environment.

AFTERNOON

1:30-4:00 p.m.

Systems Analysis

Instructor: Robert C. Meier

Content: This session will deal with the basic concepts of model building and systems analysis. Two illustrations will be given of the development of quantitative models for analysis of problems in the public sector. One will employ mathematical programming as the technique of analysis; the other will employ simulation. Procedures for systems analysis will be discussed including: (1) development of alternatives, (2) assessment of alternatives through formal models or less sophisticated techniques, (3) role of modern computational equipment, and (4) presentation of costs and benefit of alternatives to the decision maker. Suggestions will be made for the application of model building and systems analysis techniques to problems in library design and administration.

THURSDAY, APRIL 17

MORNING

8:30-Noon

Organizational Behavior

Instructor: Borje O. Saxberg

Content: Continued as above

AFTERNOON

1:30-4:00 p.m.

Cost Identification and Collection

Instructor: William J. Bruns, Jr.

Content: Identification and collection of costs into meaningful summaries and reports are essential for the management of library operations. This session will concentrate on cost as a critical variable in the processes of planning and control for achievement of purposes and objectives. Four separate problems will be discussed: first, the meaning of costs, their identification, and their measurement; second, systems for cost collection, summary, and analysis, including the separation of fixed and variable and controllable and non-controllable cost elements; third, the character of reports on costs and the relevance of different costs for decision making; fourth, some effects of cost collection and reporting on the organization, its operations, and its participants. Particular attention will be given to the relationship between constrained budget systems (as employed in many not-for-profit libraries) and the collection of cost information useful for effective decision making.

FRIDAY, APRIL 18

MORNING

8:30-Noon

Organizational Behavior

Instructor: Borje O. Saxberg

Content: Continued as above

AFTERNOON

1:30-4:00 p.m.

Budget Development

Instructor: James F. Ryan

Content: It is assumed that participants will come largely from government-related libraries where their ability to install new budget or accounting systems will be limited. Consequently, this will not be a detailed how-to-do-it presentation of a recommended budget system, but rather a review of current concepts of program budgeting and cost-benefit analysis in an effort to provide insights that will be useful in almost any setting. In addition, there will be some practical observations about dealing with review agencies, and hopefully in the discussion period or after the session adjourns the concepts can be related to specific problems encountered by the participants.

SECOND WEEK

MONDAY-FRIDAY, APRIL 21-25

8:30-Noon

Leadership Laboratory

Instructors: Cecil H. Bell, Jr.
James S. Garrison
Henry P. Knowles

Content: The purpose of this section of the Institute is to learn about, practice and analyze one's own skills and approaches in such areas as communication, individual and group decision making, problem solving, problem definition and analysis, group membership, i.e., leadership and followership, group dynamics, intergroup behavior, and planned change. Thus, the focus is upon the human and social elements of work organizations as revealed in interpersonal dynamics.

The modality of learning is experiential learning, or "doing something, then reflecting on what's happened." We generate the data which we then analyze. Various action situations will be structured using techniques such as role-playing, specific exercises, games, small group settings, and intergroup settings.

It has been found that in such a learning situation, a spirit of inquiry and a desire to experiment with new behaviors will lead one to a better understanding of his impact on others and his reactions to others. In addition to giving participants a chance to use their own past experience this section will provide an opportunity to try out some of the ideas generated in the Organizations and Organizational Behavior courses of this program.

1:30-4:00 p.m. (Monday-Thursday Only)

Policy Formulation and Administration

Instructor: Preston P. LeBreton

Content: A four-part approach will be used in presenting administrative ideas and concepts as follows:

1. A descriptive model of the administrative process and organization components.

2. An analytical model to help one understand why the administrative process is carried out in a given manner.

3. Audit criteria which will assist individual administrators evaluate the effectiveness and efficiency of their individual performance and the performance of their entire unit.

4. Decision criteria which can be used by each administrator to plan and implement long-range, comprehensive strategic plans.

The primary instructional method will be the case-discussion. Cases will be selected from various library situations to fit in with the administrative environments of the participants. A major project will be carried out during the course sessions. Participants will be divided into appropriate subgroups to develop a long-range planning system which could be introduced by each participant in his home unit. This assignment will include the projection of economic, social, political, technological, and educational development within state, regional and national environments, and the translation of these significant factors of change into creative, innovative library and community plans.

II EVALUATION

A. ADMINISTRATION

Pre-Institute Preparation: There was no doubt that the long lead time between the date of the approval of the Institute and the actual first day of the program provided many opportunities for reaching out throughout our country for the 35 participants finally selected. While inquiries began arriving in February and March, 1968, as soon as the national publicity was released by the United States Office of Education, active interest was evinced only after our brochure was produced and distributed. Valuable assistance in reaching the most appropriate group of librarians in each of the 50 states was received from the state library agencies and the school library supervisors for each state. The request for the assistance was dated May 1, 1968. Detailed mailing lists or mailing labels were forwarded from each state and the brochures were mailed August 1 directly to the addressees indicated. Considerable correspondence was generated with personnel who did not meet the criteria for selection. Carefully worded letters to these people were necessary in order to insure the best public relations.

Applications were forwarded immediately following, with November 1, 1968, as the final date of postmark for return of the completed application form. Notification letters of appointment as a participant were mailed December 2 and letters of acceptance had to be postmarked no later than December 12 for the Institute which was scheduled April 14-25, 1969.

Relations with the USOE and the University of Washington: The memoranda issued by the U.S. Office of Education were extremely explicit and helpful. In working with the University of Washington Grants and Contracts Office, the same cooperation existed. No obstacles of any kind were encountered, for the personnel "bent over backwards" in an effort to expedite the work of the Institute.

Sources of Evaluation of the Institute: Participants and instructors were the two principle sources used in the evaluation of the Institute. Prior to the opening of the Institute each participant was asked for a Statement of Objectives and Outcomes of the Institute involvement. At the end of each week during the two-week Institute an evaluation questionnaire prepared by the Director and the staff was answered by each participant. Some weeks after the close of the Institute there were some detailed letters from individual participants. The information gathered appears later in this Report.

B. PARTICIPANTS

Eligibility for Admission to the Institute: Thirty-five participants were selected from academic, public, school and special libraries. The following points were the basis for selection:

1. Possession of a bachelor's degree from an accredited college or university plus a fifth-year degree from an accredited library school.

2. At least three years in an important administrative capacity with extensive staff supervisory responsibilities.

3. Continuing employment in a supervisory library position.

4. Evidence of dependable character and high potentiality as a librarian as indicated by recommendation from the applicant's supervisor or others in a position to judge.

5. Ability to benefit from the Institute and specifically to benefit from the Library Executive Development Program.

Orientation: The participants were asked to report on Sunday of the first week of the Institute for purposes of registration and orientation. An explanation was given as to how the Institute came into being, its objectives, the program and the library materials. The educational and recreational opportunities available nearby were reported. The session culminated in a social hour and a Sunday night supper. Members of the faculty and staff joined the participants for this event. These beginning hours were very satisfying in "breaking the ice" and getting the participants and staff to know each other better.

C. PHYSICAL FACILITIES

Classroom Quarters: Five meeting rooms with capacities ranging from 10 to 150 persons occupy the lower level of the lodge at the University of Washington Continuing Education Center at Lake Wilderness. In the largest room tables were arranged in a hollow square so that individual participants sat facing each other around the outside of the square. Each person had a name plate in front of him throughout the Institute. At one end of the square the instructor had a lectern for formal presentations and a small table at which he could sit for informal presentations. There also were blackboard, flip chart, projection screen and other instructional aids. One of the small rooms was used for storage of instructional supplies, student handouts and for preparation of instructional materials. The three remaining rooms were arranged with tables around which small discussion groups could be arranged. Blackboards and flip charts were available as required.

A library of books and other printed materials was available in a comfortable lounge on the main level which included a fireplace and access to refreshments. It was in this room that an evening social hour was conducted each day following the formal sessions of the Institute and prior to the serving of dinner. This made it easy to hold informal conversations about the content of the Institute, individual work experiences and the general exchange of information, as well as leisurely reading and writing.

Living Quarters: Overnight lodging at Lake Wilderness can accommodate forty persons. Rooms have private baths and are furnished with two beds, study tables, dressers, linens, towels and bedding. The dining room can accommodate up to eighty persons. An adjacent lounge could be used additionally for larger groups as the need arose.

D. PROGRAM

Number and Scheduling of Classes: The time schedule for the program was essentially three hours in the morning and three hours in the afternoon. There were some evening sessions organized for small-group work.

Instructional Methodology: There were no written assignments to be prepared, but each participant worked intensively with shifting groups to prepare presentations for the whole group. The case study method was combined with small-group discussion, role playing and lectures in an effective way. The participating faculty gave extra time for personal conferences and several of them returned for informal mealtime discussions.

Staff: All faculty members were selected for their special knowledge and effectiveness in their own subject. The use of the permanent faculty of the Graduate School of Business Administration was particularly commended. Two prominent librarians gave assigned lectures. Foster Mohrhardt, formerly Director of the National Agricultural Library and currently Program Officer of the Council on Library Resources, delivered the opening address which dealt with changes that are taking place in American Librarianship. Joseph Becker, Director of Information Sciences of the Interuniversity Communications Council, spoke about technological change -- particularly automation -- that is affecting libraries directly.

Content: The subjects listed and detailed with precis which appear on pp. 5-8 give sufficient information about the substantive content of the Institute. Particular attention is invited to the second week's morning sessions which were described as "experiential learning -- doing something, then reflecting on what's happened." These sessions, which included some introductory sensitivity training, were mentioned as a high point in the Institute by many of the participants.

Use of Materials: A selected group of book and other print and near-print publications were made available as a special collection for the participants. In addition, individual faculty members provided the participants with large numbers of handouts as an extension of lectures and

discussions. These were reproductions of periodical articles, especially prepared line drawings, tables and graphs, case studies for group discussion, as well as outlines to be used for note-taking during the lecture situation.

E. PARTICIPANTS' FORMAL COMMENTS AND CORRESPONDENCE

1. Statement of Objectives and Outcomes: As a technique to create greater relevance and as an aid for the faculty and staff, each participant was asked prior to the Institute to write a letter concerned with objectives and outcomes of Institute involvement. The statements were reproduced and given as a set to each member of the faculty and staff to improve individual preparation and to achieve necessary coordination. Quotations from the statements have been arranged under selected headings below:

Principles and Practices of Administration and Management

". . . to develop a stronger background in administrative concepts and practices and learn methods to enable me to be a better administrator. I would expect to find ways to better motivate the staff, especially the professional staff, and therefore more fully utilize their abilities and interest."

"This is my first formal opportunity to study organization and management (from this level). I expect to test some of my own theories in light of new techniques that may be put forward in the program. The opportunity to 'live in' with distinguished colleagues will afford each of us the unusual chance to share problems and look for solutions of the 'back home' problems."

". . . learning of new techniques and innovations that have benefited other administrators; on a very practical level, we in this library administration are planning changes for two major departments; changes which will require complete reorganization of the two departments involved. I hope that my participation in the Institute will improve my ability to formulate and direct these changes."

". . . a re-evaluation of my concept of the administration of a library and, hopefully, a strengthening of my ability to plan for the future of a library."

". . . to learn new and better ways of management, to discuss similar problems with other administrators, to be able to bring back new ideas to my staff and to other librarians in my state."

"I would see this as an opportunity to synthesize in a systematic fashion my experience and philosophy of administration. The additional knowledge and insights should be most helpful in attaining this objective."

"My primary objective (as a library educator) is to review firsthand, so-to-speak, current thinking and trends in the whole area of administration. This perhaps can result in redirection of the objectives in our courses in theory of library management. The opportunity for the association with many library administrators in an institute of this kind can be invaluable to those of us engaged in library education."

"Just one year ago I was appointed to my present position as the director of a large library system. I have had little opportunity for training in basic administrative techniques. My day-to-day experience has clearly revealed a need for time to 'refuel' before proceeding further."

"I am eagerly anticipating personal and professional examination of my own experiences, observations and philosophies of administration, personnel and management. I want to evaluate, as objectively as possible, my own administrative accomplishments and challenges, and become a more successful library administrator. As a pragmatist I expect to obtain instruction, ideas and thoughts applicable within the organizational structure in which I am, or shall be, employed."

"I hope to increase my knowledge of library administration through the application of up-to-date organizational concepts to library practice. I am also looking forward to discussions of library situations with the faculty and other participants in the Institute which will serve to focus and hypothetically test the theoretical principles."

Exposure to New Trends, Methods and Tools

"Terms like Management Planning, Systems Approach, Organizational Technology, etc. are all part of a jargon that is new to me. Although I feel like I have been doing a reasonably good job of librarianship, I also wonder where I've been while these new ideas have been developing."

"The tools of administration and program planning have been sharpened and developed considerably in the last decade. It is important that if I am to administer an effective public library program I need to be able to use with intelligence as many administrative tools as are available. I am increasingly aware of the need for such administrative tools as systems analysis, program budgeting, and cost analysis. All librarians have to go to school continually to stay abreast of changes. I subscribe whole-heartedly to such continuing educational updating."

"I wish to renew my study of management theory and techniques and test these against a group of specialists and fellow managers. I've been too long 'pouring out' without sufficient intake of new ideas. In certain instances, I need more concentration; program budgeting, automation, cost identification and collection."

"I am hoping that the Institute program will make me aware of new trends, approaches, and methods in the area of librarianship. In addition to a new awareness in my profession, I am particularly interested in the techniques that the business world employs in relation to policy-making decisions and the management of personnel."

"Perhaps the primary objective and eventual outcome I am hoping for as a result of attending this institute is to bring to our school system and our state insight into methods of implementing library service which will meet educational, cultural, technological and social requirements of today and in the future for the young people of today. I hope to contribute new knowledge in library automation, budgeting and organization that will be applicable to our needs and can be implemented in our school system as well as in our state."

Develop Specific Skills

". . . gain increased understanding of a competence in systems analysis, planning, personnel management and budgeting as applied to library technical services."

". . . bring back new ideas for more effective personnel management, methods for more efficient budgeting, and knowledge for library use of advances in technology. These objectives will lead to a wider potential for long-range planning."

"Our data processing project is far enough along that I hope to get some specific help with our problems in this area. Though my responsibility in budget development is limited, I hope to gain more general knowledge in this area. Systems analysis provides a real challenge for any library executive today. Perhaps the greatest challenges in my job are those concerning personnel management and decision-making."

". . . newer insights into the roles of the librarian as administrator; deeper understanding of concepts of the System Approach in Organization and Management, Libraries and Automation; working knowledge PPB concept in Budget Development; and continuing learning, growth and understanding of the case studies approach in Study and Analysis of human relations."

". . . to become acquainted with more sophisticated planning techniques, as required in my present job; to improve my capabilities in the selection, supervision and evaluation of personnel, both professional and clerical; to broaden my understanding of the 'growing edges' of modern management techniques, not necessarily limited to my own field of work; to gain insight into my own strengths and weaknesses as an administrator."

". . . better ability in future planning, both long-range and short-range; help in formulating my own thoughts as to what an administrator

should be doing, and giving me some justification in requesting from the board additional administrative staff; specific information in dealing with people, how to delegate authority, how to motivate staff and how to keep morale high; ideas for holding in-service training for library department heads to improve their managerial ability."

"Exposure to more efficient ways of handling the prescribed budget and accounting procedures through computerization, cost identification, etc., would be welcome."

". . . to know more about what makes the employee 'tick.' This is labeled personnel management, behavioral science, etc. As the person responsible for the work days of some one hundred employees, I desire training in the essentials of good decision making as these decisions relate to human motivation."

". . . to develop skill and competency for middle management in the public school organizational structure; to understand the scope and potential of systems analysis and automation in relation to the public school libraries; to achieve competency as a library administrator with technological aspects of library management."

"I hope to gain a more systematic approach to the whole decision-making process. Specifically, I need a better technique for dealing with personnel problems. Such expertise in others seems to have come by trial and error, but there must be a better way. In addition, I would like to come up with a better organizational chart for our particular library situation."

". . . how can a central library best be organized to meet the needs of the city and the metropolitan area; in view of the scarcity of librarians, how can the professional abilities of the staff best be utilized; how can our library best work with the business community to provide information which is needed for the functioning of the city; and how does the library most effectively utilize PPBS techniques and participate in this city program?"

"My expectations are that I will better justify the unique problems of library accounting (such as specificity of item and slow delivery) to the business managers in their terminology; be a better manager of my own time and that of my subordinates by learning how to develop workable systems and manage humans more successfully; and make better decisions about computer applications in libraries."

Miscellaneous Objectives and Outcomes

"Every individual is endowed with certain potential abilities which must be discovered and developed. Each individual should be encouraged to seek truth and to develop understanding, appreciation and worthy habits of behavior."

"Libraries are change agents. They are the contact point which completes the circuit between the searcher for information and the knowledge itself. They contribute to individual development and should be a potent force in social change. But the library will serve in this capacity only if librarians are relevant to the times and to the needs of people. Librarians must make the most of modern management methods if they are to compete in today's world."

"To achieve a combination of scholarship, professional background and knowledge along with the administrative and managerial ability to enable me to provide the finest academic library situation that it is possible to obtain. Too often the proper balance between educational and professional skills and knowledge is not achieved in academic librarianship. This is not only harmful to the library profession but to the entire academic world. I aim to achieve such a balance."

"I look forward to attending the Library Executive Development Program next month because it will make possible a discussion of the practical problems of librarianship with a variety of librarians and experts. One of the frustrations of library school was the lack of practical experience that could be brought to bear on the subject. One of the frustrations one has in attending professional conferences is the size, which handicaps effective dialogue."

". . . in the area of management: to acquire additional skills in planning, development of organizational objectives and report writing. In the area of professional development: to be continually aware of the expanding field of librarianship and information handling, and then to apply this professional knowledge in a competitive industrial environment."

"Implicit is the requirement that the best managerial skills be brought to the task of helping to influence the future of my present position. I wish to benefit from directed instruction and experience in management techniques, to become acquainted in a more rounded way with current thinking, and to acquire more competence and confidence in the application of systems analysis."

"My educational and professional objectives in librarianship are interwoven in a planned program for continuous personal improvement in the knowledge and skills that will enable me to work successfully in a leadership position in this field. The improvement of performance through increased and up-to-date knowledge, the development of new skills, the application of specialized knowledge to the improvement of media programs and services, and the development of inter-library cooperative networks to distribute information are my immediate objectives."

2. First Week Evaluation Instrument:

Question: In what specific ways has the first week of the Institute been of value to you?

Comments: The outstanding value reported by almost half of the participants was the importance of meeting other library administrators, exchanging ideas with them and relating individuals to each other and to the total group. There appeared to be better understanding of interpersonal relationships and the significance of these relationships in successful work situations. The participants reported that they were assisted in developing greater perceptivity in managerial psychology and they also had achieved new insights into the theory and structure of organizations. Many of the librarians indicated that the content opened up new areas of concern and would stimulate further reading and even the enrollment in additional courses offered by institutions of higher education in the home community of the participant. Another concrete result was the reorientation of the participants to a disciplined approach to the literature of this field, with particular reference to new ideas and theories outside professional librarianship.

Question: Are there any topics which should have more coverage or which should have less coverage?

Comments: While there was appreciation for the many topics covered, some of the participants recommended greater concentration in fewer subjects. For example, both the areas of Cost Identification and Collection and Budget Development were considered worthwhile, but because of the difficult subject content, needed extra time and that time was not available. On the other hand, even the brief introduction was approved, and with appropriate reading and conferences at home, there would be greater understanding about these subjects.

Question: Are there faculty members who should have more time or any who should have less time?

Comments: The participants willingly evaluated the many faculty members who appeared before them. In general there was warm acceptance of the people who lectured in the Institute. It was reported that there was particular value in the information offered by Professor Saxberg. Many of the participants wished that he could have had more time. The emphasis in human relations was primary in the minds of the participants and therefore the content presented by faculty in this field seemed to be more desired by the participants than any other substantive field.

Question: Was there time enough to confer with other members of the Institute?

Comments: Almost everyone reported that there was sufficient time to confer with other members of the Institute. There was particular mention

of the unscheduled time in the evening for individual conference, reading and class preparation. The worthwhileness of the social hours each evening prior to the evening dinner meal was well attested.

Question: What is your reaction to the amount and relevance of the reading assignments, cases and problems?

Comments: Most of the participants were happy with the reading assignments and the cases and problems presented by the faculty. A few thought that the cases were not always relevant. However, the majority seemed to be able to adapt out of the cases information that would be useful in library administration. There was particular value in the cases used by Professors Saxberg and LeBreton. There was an expressed desire for more cases in the field of Cost Analysis and Performance Budgeting.

Question: What is your reaction to the specific textbooks, as well as the small library which was made available?

Comments: The specific textbook reading assignments were well received by the majority of the students. There was appreciation that they had personal copies to use and could take time early in the morning or at night to do some of the reading to prepare for the discussions which followed. The majority of the participants were delighted with the small library collection and found it very useful.

Question: Do you have an unfulfilled expectations?

Comments: Many of the participants reported no unfulfilled expectations. Some would have liked to have had additional emphasis in Budget Development and Cost Identification Collection. A few reported the wish for further discussion on future developments in librarianship such as bibliographical control, reference services and inter-library cooperation.

In addition to the general comments of evaluation for the first week's work, the individual faculty members were rated and this information has been turned over to the faculty members concerned so that they would have some idea about their own performance in the organization of the material, presentation and the manner in which the subject matter was covered.

3. Second Week Evaluation Instrument:

Question: In what specific ways has the second week of the Institute been of value to you?

Comments: Without exception the participants reported on the active synthesis of the content of the first week with the subject matter of the second week. There seemed to be a greater relevance to librarianship and the emphasis on real life situations made the instruction most interesting.

The Leadership Laboratory was particularly well received. Again and again participants reported on the practical insights into group behavior which resulted from the beginning efforts at sensitivity training, the small group activities and the many group dynamic techniques which were utilized during the discussions. A great deal of learning was reported both on the individual's responsibility in group activities as well as group leadership. Everyone reported on the excellent opportunities for observation and participation in group behavior. The participants as a group became aware of the necessity to be concerned with process as well as content in human relationships.

Individually, participants reported changes in their own way of thinking and a sharpening of their skills in analyzing themselves as well as others. Particularly true was the increased understanding of the individual as a member of a group. The participants reported enthusiastically on new theories and tools which they could take home with them. They also became aware of management concepts as they applied to libraries. The use of the case study method was warmly received with the idea that there would be hopefully other opportunities for utilization of the handouts for in-service education back home.

Question: Are there any topics which should have more coverage or which should have less coverage?

Comments: In general everyone reported an excellent balance and pacing. The organization of the Leadership Laboratory in the morning and the Policy Formulation and Administration sessions in the afternoon were well received by all participants. They appreciated the concentration on these two topics during the second week.

Question: Are there faculty members who should have more time or any who should have less time?

Comments: The three coordinators of the Leadership Laboratory, Professor Bell, Garrison and Knowles, were well regarded by their individual groups. Many of the participants would have liked to have had more time with Professor LeBreton, despite the fact that he included several extra evening sessions and frequently joined the participants during the social hours and meal functions.

Question: Was there time enough to confer with other members of the Institute?

Comments: Without exception the participants felt that there was a great deal of time for individual or small group conference. They appreciated the living together, the opportunities for social situations and the efforts made to arrange excursions and recreational evenings for group activities.

Question: What is your reaction to the amount and relevance of the reading assignments, cases and problems?

Comments: In general the reading assignments were very helpful. There seemed to be great receptivity to the handouts, particularly those made available in the Leadership Laboratory, as well as the many case studies used throughout the Institute. In general the case study discussions and practical problem work were well received. Many of the participants felt that the work with the case studies helped focus the two weeks' work in the Institute.

Question: What is your reaction to the specific textbooks, as well as the small library which was made available?

Comments: In general again the three main readings used were well received, although the emphasis seemed to be on these items for work during the first week. Many of the materials in the small library were actively used during the second week, rather than the specific texts assigned as reading.

Question: Do you have any unfulfilled expectations?

Comments: Most people had none. However, there were a few specific problems. Some of the participants wanted to work on their own back-home problems either individually or in pairs. They would have appreciated having faculty analysis of some of their problems and perhaps be able to return home with some solutions. Most of the participants reported the Institute as a challenging experience and one with lasting value. They welcomed the opportunity to identify with the various kinds of libraries and to become better qualified in the different techniques of group dynamics which can be applied to back-home problems. Almost two-thirds of the participants in the Institute suggested some means of follow-up. Both written and personal participation were requested. Plans for a week-end renunion for evaluation were suggested, as well as a one-week follow-up Institute in 1970. At such a post-Institute (a year away) it would be particularly good to communicate new experiences and analyze current problems.

As at the end of the first week, the individual instructors were rated by the participants in terms of organization, presentation and subject matter coverage. These reports have been given to the individual instructors.

4. Follow-up Evaluation Correspondence:

Several weeks after the close of the Institute, individual participants wrote to the office of the Director concerning the Institute. They repeated some of the ideas already expressed in the comments above. However, at least two detailed reports were filed, and it seems appropriate to quote from these statements. They seemed to typify the ideas expressed by many of the participants in person at the close of the Institute as well as a few months later when a number of the participants joined

the Director in a social situation at the national professional association conference on the east coast. The reports are as follows:

> "The library profession, except for school librarianship, is one of rigid tradition and strict hierarchy of position, usually controlled by civil service systems or academic tenure. It was interesting to learn in greater detail what has been evident in library literature of late: capable young librarians are challenging the professional establishment just as young teachers are critical of the educational establishment. Many discussions centered on the difficulty of building better library services and initiating new programs in the face of entrenched inertia of older or more timid staff members. The area of personnel problems was one of the major concerns of the Institute.
>
> "The second major area of emphasis might be called 'structuring change'. Some excellent case study analysis done by the group illustrated the principles learned without getting lost in details.
>
> "A third area which was not specifically taught but cropped up again and again, was the development of technology in libraries, such as dial access systems, computerized retrieval of information, and mechanization of routines. Again and again members of the Institute referred to these changes as desirable, but they were often troubled by staff resistance to change. I had the general impression that many technological changes had already been made and accepted in the larger institutions. There was always more emphasis on the human factors involved than in the technology itself.
>
> "One of the most interesting sessions was on the final day, when one group gave its predictions for libraries of the future. Their predictions were closely related to emerging social changes; the library sees itself as reflecting and also helping to shape changes. There was strong emphasis on inter-library cooperation. At the same time, there was concern for developing institutions with human warmth and appeal to serve sections of the population not now found in libraries at all. School libraries were seen as advancing more rapidly than other libraries in using non-book materials and computer-assisted instruction. It was predicted that school and public libraries would be more closely allied in the future, through a systems approach. Sharp separation of funding agencies was said to be a major deterrent to this cooperation.
>
> "The sessions on group dynamics and organizational behavior were an excellent balance for the more formal lectures. The end result of these sessions was to make one more keenly aware of others, observant of their behavior, and sympathetic to their needs. These rather sophisticated people responded to this approach almost in spite of themselves. The distinction between <u>content</u> and <u>task</u> and the <u>processes</u> by which groups accomplish them were well analyzed. I found this section very valuable, if sometimes painful!

"Some points emphasized by lecturers seem to have application to education as well as librarianship:

1. Everyone in an organization wants to report directly to the top, but this is not possible in a complex organization. The task force system attempts to combine efforts across the usual functional or departmental lines, and to reduce friction. It can succeed only if it has a manager capable of exerting personal influence to integrate work of the many.

2. It is difficult to change personal characteristics of staff members. Three organization variables which can be changed are:
   a. The task structure and adaptation
   b. Interpersonal relationships
   c. Position power or authority.

3. The cost of any program, innovation, etc. must be measured in what we are willing to give up to attain it. Some costs, such as public good-will, employee morale, etc. cannot be measured in monetary terms, but they cannot be ignored: Non-service, or ignoring needs, is also costly.

4. It is a mistake to assume that all employees are seeking high achievement on the job as a major satisfaction in life. With the growth of the 'leisure ethic' many are content to do merely an adequate job at work and to seek self-realization and achievement away from work. This is true of many professional workers as well as non-professionals.

5. One of the measures of a successful manager today is his tolerance for disagreement, and his ability to create a supportive climate in which others can work. A supportive climate is one which rewards creativity, commitment and experimentation and thus allows people to be integrated into work. A defensive climate, on the other hand, is one in which there is distrust, dependency, fear of punishment, and expenditure of energy on fighting others and protecting oneself. The behavior of the supervisor is the key factor in whether the climate will be supportive or defensive.

"The Institute did provide some basic planning and management techniques to be applied to the job at hand. More important, it provided new insights into administrative problems and behavior. Many of us remarked that every principle discussed had a parallel in our own job experience or our immediate work situation. Making use of these insights involves a change in both behavior and belief, and this cannot be done overnight."

--Evelyn Cornish

"It would be impossible, in a report such as this, to give even a brief resume of what was presented or discussed at the Institute. Therefore, I will limit myself to a mention of some of the dominant themes which seemed most significant. Change, of course, was one -- social change and the pressure it is placing upon all of our institutions, including libraries. The need for a maximization -- both quantitative and qualitative -- of library service was another. The need for new approaches to the management of today's highly skilled and mobile personnel, of managers being 'tuned into' the objectives and goals of their personnel, of the importance of providing maximum latitude for the professional growth and self-actualization of professional personnel in order to attract, keep, and develop top-flight professionals -- this was stressed throughout the conference. We were given models of the manager as one who must, continually, maintain an equilibrium and adapt to change, and of the organization as moving from a bureaucracy to an adaptive mechanism. The growing decentralization of decision-making, with the increasing involvement of specialists, and the increased managerial role of clerical personnel, at a middle or integrative level, were other themes that seemed particularly relevant to libraries. Finally, the importance of long-range planning, of a clear definition of goals, of close appraisal of alternatives, of systems evaluation, and of the involvement of all highly skilled staff members in these processes ran as dominant themes throughout the Institute.

"It is difficult to judge the impact that such an institute is likely to have on a profession such as ours. The evaluation of our activity, at this crucial time, with the tools developed by the behavioral sciences, should enable us to reappraise our goals and methods from a fresh and significant perspective. The participation in the Institute of many library executives drawn from the top or second administrative levels of public and academic libraries makes the possibilities of immediate, direct effect rather considerable. On the other hand, it is very easy to return to one's library and sink back into the same old patterns and routines. Certainly, there is no question in my mind that institutes such as this have a real value for our profession."

--Eldred Smith

III CONCLUSIONS

A. STAFF MATTERS

The ratio of staff to participants seemed to be appropriate. The regular staff, plus assistance from the Stenographic Service Bureau on campus, as well as other supportive staff who were paid from the budget of the Institute, helped to do the pre-Institute work. The University of Washington service personnel for clerical and secretarial work, audio-visual services and transportation made the activities of the Institute during the two weeks at the Lake Wilderness Continuing Education Center run smoothly. Although there was compensation for all of the services, there was a willingness, a promptness and an understanding that left little to be desired.

Professor Henry P. Knowles, Associate Professor, Department of Management and Organization, Graduate School of Business Administration, accepted responsibility early in the preparation of the original proposal for the Institute as Program Coordinator. His valued assistance in developing the course content and the selection of the instructional staff cannot be over-rated. The liaison work he performed between the offices of the School of Librarianship and the Graduate School of Business Administration was important in that it assured the accomplishment of our objectives at the Institute. His warm and willing participation through attendance at planning committee meetings, discussions by telephone at home and at his office, as well as briefing sessions in both places added significantly to the success of the Institute. The work that the Program Coordinator and the Director of the Institute did together has created a relationship which should see many more opportunities for co-operation between the two Schools in the years ahead.

The involvement of the faculty of the Graduate School of Business Administration in this Institute should be noted as a "first". As reported earlier in this document, the Graduate School of Business Administration has been a source for arranging numerous executive development programs. The Library Executive Development Program Institute was the first time that the faculty of the Graduate School of Business Administration had helped in the instruction of this type of program for an instructional department on the campus at the University of Washington. This bodes well for the future, and both faculties look forward to a continuing relationship.

One of the successful actions at the Institute while we were located at the Lake Wilderness Continuing Education Center was the involvement for the full two weeks of Mrs. Charlotte Wood, Administrative Officer of the Washington State Library at Olympia. Mrs. Wood has had considerable experience in staff supervision and development and had expressed an

interest in being in attendance during the program. Because she had so much to contribute in a substantive way, and because she had organizational talent and business skills which were required during the Institute, the Director invited her to act as Institute Manager "without compensation It was her responsibility to see to all of the details of record keeping, making reservations, travel arrangements, etc. She did a notable job in helping to solve personal problems, of which there are many when busy people are away from their own locations for a two-week period. One of her greatest successes was the accomplishment of a whole gamut of recreational and social activities on the in-between weekend during the Institute. Many of the participants reported that they will long remember the warm hospitality of the progressive dinner on the in-between Saturday conducted in three separate but interesting locations in Seattle. All of us were grateful that Mrs. Wood could be released from her position at the Washington State Library in order to live at the Lake Wilderness Continuing Education Center and at no expense to the Institute. The Washington State Library felt that it was benefited from the participation of Mrs. Wood in the deliberations of the Institute, and for this reason was willing to give her release time and pay her per diem while she was away from Olympia.

B. FACILITIES

It would be impossible to express the great enthusiasm of the participants and staff for the outstanding residence for the Institute. The Lake Wilderness Continuing Education Center provided excellent classroom facilities, superb living quarters, and an unusual level of subsistence. With minimum charges which could not be duplicated elsewhere, the residents during the Institute had every personal need met so that there was complete concentration on the subject matter of the Institute. The management, cooks, and kitchen staff are to be congratulated for the creature comforts provided. The University of Washington Office of Short Courses and Conferences is to be congratulated for maintaining this outstanding facility.

C. OTHER EVALUATION MATTERS

Following the Institute almost all of the participants wrote letters of appreciation for the content, the staff, and the facilities available during the Institute. Probably the most thoughtful statements of evaluation were those which have already been quoted, particularly the reports of Mrs. Evelyn Cornish of the Bellevue Public Schools and Mr. Eldred Smith of the University of California Libraries at Berkeley. These were reported on pp. 21-23.

On the final day of the Institute and frequently in follow-up correspondence, there have been continuous recommendations that there be a Follow-up Institute. The suggestion has been made that an evaluation Institute about one year after the original program would be valuable

because it would provide for future directions, content and processes on in-service management education for librarians. Based on these recommendations, a proposal has been forwarded to the U.S. Office of Education for funds under the Higher Education Act Title II-B, for a one-week period in August, 1970.

D. IMPACT

The Institute had a definite impact on the regular faculty and the program of the School of Librarianship. Members of the faculty made trips to the Lake Wilderness Center on a regular basis and participated as auditors during the Institute. It is anticipated that considerable effort will be made to incorporate appropriate content into the librarianship curriculum. As fringe benefits, books, pamphlets, and other materials reproduced in quantity for the Institute will benefit our instructional program in the School of Librarianship.

From the point of view of the participants, the additional value of the immediate involvement in the program at the time of the Institute was only one facet of the success reported. Many of the participants indicated that they would utilize the materials provided in discussions and as handouts for further in-service education of their own staffs. In at least one instance, the content of the Institute was carried into another Institute financed under the Higher Education Act, addressed to middle management personnel. One of the values of the Follow-up Institute, should it be funded, would be to examine in greater detail the results that have already been achieved.

IV APPENDICES

APPENDIX A	Brochure
APPENDIX B	Publicity
APPENDIX C	Form Letters
APPENDIX D	Forms Given to Participants
APPENDIX E	Participants' Biographical Information
APPENDIX F	Faculty Biographical Information
APPENDIX G	Bibliography
APPENDIX H	Instructional Material Handouts

LIBRARY EXECUTIVE DEVELOPMENT PROGRAM

AN INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS

UNIVERSITY OF WASHINGTON, SEATTLE

APRIL 13-25, 1969

program

As a group, librarians have had many opportunities to participate in continuing education. Most of these programs, however, have been concerned with the technical and special areas of librarianship and have not been oriented to the problems of administration and management. The program outlined here is designed to fill this gap by providing top library administrators with an educational growth experience that will help them meet the managerial challenge of the modern information center so that library service may better keep pace with the increasing needs of its important, growing, and diverse clientele.

OUTLINE

<table>
<tr><td rowspan="2">FIRST WEEK</td><td>Monday, April 14</td><td>Tuesday, April 15</td><td>Wednesday, April 16</td><td>Thursday, April 17</td><td>Friday, April 18</td></tr>
<tr><td>INTRODUCTION</td><td colspan="4">ORGANIZATIONS AND ORGANIZATIONAL BEHAVIOR</td></tr>
<tr><td rowspan="2">8:30 a.m.-Noon</td><td>The Librarian As Administrator</td><td rowspan="2">Theory of Organizations</td><td colspan="3" rowspan="2">Organizational Behavior</td></tr>
<tr><td>The Process of Management</td></tr>
<tr><td rowspan="2">1:30-4:00 p.m.</td><td colspan="2">PLANNING, TECHNOLOGY, AND SYSTEMS ANALYSIS</td><td colspan="3">COSTING AND BUDGETING</td></tr>
<tr><td>Objectives and Objective Formulation in Libraries</td><td>Libraries and Automation</td><td>Systems Analysis</td><td>Collection and Analysis of Costs</td><td>Budget Development</td></tr>
<tr><td rowspan="2">SECOND WEEK</td><td>Monday, April 21</td><td>Tuesday, April 22</td><td>Wednesday, April 23</td><td>Thursday, April 24</td><td>Friday, April 25</td></tr>
<tr><td colspan="5">LEADERSHIP LABORATORY</td></tr>
<tr><td>8:30 a.m.-Noon</td><td colspan="5">An experiential learning laboratory in the process of leadership with emphasis on "here and now" behavior and common "back home" problems</td></tr>
<tr><td rowspan="2">1:30-4:00 p.m.</td><td colspan="4">POLICY MANAGEMENT</td><td rowspan="2">ADJOURN</td></tr>
<tr><td colspan="4">Case problems in sizing up situations; formulating policies; assessing risks; planning programs of action; controlling and reappraising</td></tr>
</table>

purpose

The efficiency and responsiveness of library services reflect the quality of library administration at every level, but perhaps nowhere is quality more crucial than at the top. The managers of libraries must deal with problems of leadership and exhibit capacities and capabilities similar in all respects to those of administrators in other types of organizations. They are required to point the way in policy matters of all kinds; they must be skilled in planning and decision-making; they must know how to structure, direct, and control complex organizations; they must be acquainted with the principles of work simplification and automation; they must know how to carry out important fiscal responsibilities and they must understand the human problems involved in maximizing the cooperation and productivity of staff.

There has been a tendency to depend on the administrator's own experience to acquire this knowledge and skill. However, accelerating developments in technology and significant advances in our understanding of the human elements of organizational life have made some aspects of administrative experience obsolescent. Therefore, the periodic retraining of administrators has become a necessity.

With these thoughts in mind, the Graduate School of Librarianship and the Graduate School of Business Administration of the University of Washington have collaborated in this Institute to bring to library administrators an opportunity to continue their educations and to aid them in utilizing in their own organizations the newest developments in administrative technology and applied behavioral science.

objectives

In line with the foregoing, some specific objectives of the Institute program are to provide for the participant: (1) knowledge of the functions and principles of modern upper-level management; (2) an experiential learning process that will emphasize the application of pertinent theory in such areas as work analysis and simplification, budgeting, organizing, decision-making or problem-solving, human relations, and leadership; (3) an opportunity to examine common problems with other library executives and to discuss them with members of the faculty; and (4) an environment in which he may broaden his own views and insights, develop friendships with other participants, and increase his confidence in himself.

This institution is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

criteria for selection

Thirty-five participants will be selected from academic, public, school, and special libraries. Eligibility will be based upon (1) ability to benefit from the Institute and specifically to benefit from a library executive development program; (2) possession of a bachelor's degree from an accredited college or university plus a fifth-year degree from an accredited library school; (3) evidence of dependable character and high potentiality as a librarian as indicated by recommendations from the applicant's supervisor or others in a position to judge; (4) at least three years in an important administrative capacity with extensive staff supervisory responsibilities; and (5) evidence of continuing employment in a supervisory library position.

A committee comprising faculty of the School of Librarianship will review all applications and submit recommendations to the Director, who will make final selection of the participants.

facilities

The physical facilities for the Institute are those located at the University of Washington Continuing Education Center at Lake Wilderness in Maple Valley, Washington, thirty miles southeast of Seattle.

The Center is an attractive modern structure in a scenic and secluded environment. A distinctive feature of the main lodge is a 33-foot totem pole hand-hewn from a native Washington cedar tree seven and one-half feet in diameter. The Lake Wilderness Center faces the lake, across which there is a spectacular view of Mount Rainier. Although seemingly isolated, the Center is only a short distance from Seattle (45 minutes' driving time) thereby combining the remoteness of a retreat with the convenience of a city location and a nearness to the campus.

Overnight lodging can accommodate forty persons, and the dining room has facilities for up to eighty. Rooms have private baths and are furnished with two beds, study tables, dressers, linens, towels, and bedding. Two guests are customarily assigned to one room. Daily rate for board and room is $14.00 per person.

Occupying the lower level of the lodge are five meeting rooms with capacities ranging from ten to 150 persons. Two other rooms on the main level may be used for reading. Facilities for swimming, boating, badminton, volleyball, horseshoes, and table tennis are available to Center guests. In addition, a nine-hole golf course, adjacent to the Center, may be used upon payment of a greens' fee.

stipends

Stipends at the rate of $75.00 per week plus $15.00 per week for each dependent are provided for each participant while attending the Institute. Although participants are exempt from all tuition and other regularly required fees, they must provide for their own travel expense and must furnish necessary books and supplies as well as board and room.

staff

Irving Lieberman, Director of the Institute, and Professor, School of Librarianship

Joseph Becker, Director, Information Sciences for the Interuniversity Communications Council (EDUCOM)

Cecil H. Bell, Jr., Acting Assistant Professor of Organizational Behavior, Graduate School of Business Administration

William John Bruns, Jr., Associate Professor of Accounting, Graduate School of Business Administration

James S. Garrison, Assistant Professor of Management and Organization, Graduate School of Business Administration

Dale A. Henning, Professor of Administrative Theory and Organizational Behavior, Graduate School of Business Administration

Fremont E. Kast, Professor of Management and Organization, Graduate School of Business Administration

Henry P. Knowles, Institute Program Coordinator and Associate Professor of Organizational Behavior, Graduate School of Business Administration

Preston P. LeBreton, Professor of Organization and Management, Graduate School of Business Administration

Robert C. Meier, Professor of Management and Organization, Graduate School of Business Administration

Foster E. Mohrhardt, Program Officer, Council on Library Resources, Washington, D.C.

William T. Newell, Associate Professor of Operations Management, Graduate School of Business Administration

Borje O. Saxberg, Associate Dean and Professor of Administrative Theory and Organizational Behavior, Graduate School of Business Administration

BROCHURE

REQUEST FOR APPLICATION FORM
(Please Type or Print)

Detach and mail immediately. Completion of this form does not constitute an application but only a request for application forms. Completed application forms must be postmarked not later than October 15, 1968.

RETURN TO:

University of Washington
Institute for Advanced Study for Librarians
Library Executive Development Program
Phone (206) 543-1794
Irving Lieberman, Director
Seattle, Washington 98105

Name_____

Street_____

City_____ State_____ ZIP Code_____

Name of library where presently employed_____

Address_____

Earned degree(s)_____ College or university_____

Number of hours in Library Science: Semesters_____ Quarters_____

Appendix A

LIBRARY EXECUTIVE DEVELOPMENT PROGRAM

Number of brochures sent out by State

Alabama	3	Missouri	6
Alaska	12	Montana	13
Arizona	21	Nebraska	15
Arkansas	10	Nevada	24
California	103	New Hampshire	2
Colorado	33	New Jersey	21
Connecticut	65	New Mexico	9
Delaware	12	New York	115
District of Columbia	66	North Carolina	20
Florida	33	North Dakota	5
Georgia	18	Ohio	15
Hawaii	31	Oklahoma	41
Idaho	21	Oregon	70
Illinois	87	Pennsylvania	12
Indiana	22	Rhode Island	17
Iowa	35	South Carolina	13
Kansas	38	South Dakota	5
Kentucky	4	Tennessee	21
Louisiana	35	Texas	54
Maine	2	Utah	26
Maryland	32	Vermont	2
Massachusetts	20	Virginia	2
Michigan	28	Washington	123
Minnesota	7	West Virginia	3
Mississippi	10	Wisconsin	16
		Wyoming	35
		TOTAL	1,433

Approximate number of inquiries from potential applicants: 300

Number of applications sent out: 216

Number of completed applications returned: 136

Number of applicants selected: 35

Number of dependents claimed by participants: 54

UNIVERSITY OF WASHINGTON
INFORMATION SERVICES
SEATTLE, WASHINGTON 98105
TELEPHONE · 543-2580

FOR RELEASE Immediately

Library Executives

A $35,130 grant from the Department of Health, Education and Welfare to support a two-week Library Executive Development Program at the University of Washington was announced today by Senators Warren G. Magnuson and Henry M. Jackson.

The institute will be offered jointly by the School of Librarianship and the Graduate School of Business Administration for 35 experienced library administrators of the nation April 6 to 18, 1969. Dr. Irving Lieberman, Director of the School of Librarianship, will be the Institute director. Dr. Henry P. Knowles, associate professor of Business Administration, will be the consultant on program and faculty.

Dr. Lieberman said the program will be organized to help executives of all types of libraries understand current issues and concepts in business and public administration so that they will be better able to meet the needs and demands on libraries as modern information centers.

2/9/68

ISB

APPENDIX B

Page 2

Note: Appendix B, Page 1 not reproduced. Article from Seattle Times, February 10, 1968.

FORM LETTERS

The items listed below were forwarded to the Office of Education in December, 1969, as part of Appendix C of the Institute report. Copies of these items are available in the permanent file of the School of Librarianship at the University of Washington.

1. Letter to fifty state library agencies and fifty state school library supervisors describing Institute and asking for names for mailing list.

2. Letter of denial from applicants without a fifth year degree from an accredited library school.

3. Letter of denial because deadline for receiving applications had passed.

4. Letter of selection to participants.

5. Letter of selection to alternates.

6. Letter of regret to applicants regarding non-selection.

7. Letter of instruction to participants.

8. Second letter of instruction to participants.

9. Third letter of instruction to participants.

10. Final letter of instruction to participants.

11. Letter to participants confirming completion of Institute.

12. Information memoranda to University administrative staff concerning the Institute.

13. Letter to Institute faculty and staff including final instructions and handout materials concerned with the participants and the program content.

FORMS GIVEN TO PARTICIPANTS

Forms given to participants before and during the Institute were forwarded to the Office of Education in December, 1969, as part of Appendix D of the Institute report. Copies of these items are available in the permanent file of the School of Librarianship at the University of Washington.

1. Information and suggestions for prospective applicants, including criteria used for selection.
2. Application for Admission.
3. Confidential Evaluation Form.
4. Application for a Stipend.
5. Request for biographical information for roster.
6. Map to Lake Wilderness.
7. Travel Information Sheet (arrival).
8. Travel Information Sheet (departure).
9. Evaluation Sheets (first week and second week).

Institute for Advanced Study for Librarians
Library Executive Development Program
April 13 - 25, 1969

PARTICIPANTS' BIOGRAPHICAL INFORMATION

*ANDERSON, JOHN F.
Home: 280 San Benito Way, San Francisco, California 94127

Library: San Francisco Public Library, Civic Center, San Francisco, Calif. 94102

Educ:	Michigan State University	History & Pol Sci	BA	1949
	University of Illinois	Library Science	MS	1950

Exp:	City Librarian, San Francisco Public Library	1968 - to date
	Director, Tucson (Arizona) Public Library	1962 - 1968
	Director, Knoxville (Tennessee) Public Library System	1958 - 1962

*BOHLING, RAYMOND A.
Home: 2142 Inca Lane, St. Paul, Minnesota 55112

Library: University of Minnesota, Minneapolis, Minnesota 55455

Educ:	University of Omaha	Psychology	BA	1951
	University of Denver	Library Science	MA	1952

Exp:	Assistant Director of Libraries, University of Minnesota	1963 - to date
	Supervisor of Departmental Libraries, Univ. of Minnesota	1960 - 1963
	Assistant Director of Libraries for Science and Technology, University of Nebraska	1959 - 1960

*BOSS, RICHARD W.
Home: 2320 Garfield Avenue, Salt Lake City, Utah 84108

Library: 329 Library, University of Utah, Salt Lake City, Utah 84112

Educ:	University of Utah	Political Science	BA	1960
	University of Washington	Library Science	MA	1962
	Universities of Utah and Washington	Political Science	Ph.D.	Cand.

Exp:	Associate Director, University of Utah Libraries	1966 - to date
	Acting Director, University of Utah Libraries	Aug.-Dec., 1968
	Assistant Director, University of Utah Libraries	1963 - 1966
	Order Librarian, University of Utah Libraries	1962 - 1963

* Married

*BURGHARDT, JAMES H.
Home: 1753 Griffin Place, Beaverton, Oregon 97005

Library: Library Association of Portland, 801 S.W. 10th Ave., Portland, Ore. 97205

Educ:	Williams College	Political Economy	BA	1948
	Columbia University	Library Science	MSLS	1950

Exp:	Assistant Librarian, Library Association of Portland	1964 - to date
	Assistant Librarian, Bonneville Power Administration	1962 - 1964
	Head, Social Science and Science Department, Library Association of Portland, Oregon	1955 - 1962

*CARTER, ROSS
Home: 4012 Richey Road, Yakima, Washington 98902

Library: Yakima Valley Regional Library, 102 N. Third Street, Yakima, Wash. 98901

Educ:	University of British Columbia	History & Geography	BA	1951
	University of British Columbia	Education	Dipl	1952
	University of Washington	Librarianship	MLibr	1957

Exp:	Assistant Director, Yakima (Washington) Valley Regional Library	1965 - to date
	Film Librarian and Assistant A-V Librarian, Portland (Oregon) State University	1963 - 1965
	Assistant Director, Plainfield (New Jersey) Public Library	1959 - 1963

*CARYL, DELMAR H.
Home: 15631 - 75th Place W., Edmonds, Washington 98020

Library: Everett Community College, 801 Wetmore, Everett, Washington 98201

Educ:	Eastern Washington College	Education	BA	1940
	University of Washington	Librarianship	BALibr	1945

Exp:	Director of the Library, Everett (Washington) Community College	1966 - to date
	Assistant Librarian, Everett (Washington) Community College	1950 - 1966

* Married

*CORNISH, MRS. EVELYN
Home: 6401 Lake Washington Boulevard, Kirkland, Washington 98033

Library: Bellevue Public Schools, 310 - 102nd Avenue N.E., Bellevue, Wash. 98004

Educ:	Whitman College	English	BA	1941
	University of Washington	Librarianship	MLibr	1961

Exp:	Director of Instructional Materials, Bellevue (Washington) Public Schools	1968 - to date
	Director of Libraries, Bellingham, Washington	Prior to 1968

DOHERTY, TERESA J.
Home: 10500 Rockville Pike #1011, Rockville, Maryland 20852

Library: Montgomery County Public Schools, Department of Educational Media and Technology, 850 N. Washington Street, Rockville, Maryland 20850

Educ:	Mount Mercy College	Soc Studies & Philosophy	BA	1949
	Carnegie Institute of Technology	Library Science	MS	1950

Exp:	Supervisor of Instructional Media, Montgomery County (Maryland) Public Schools	1968 - to date
	Supervisor of Library Services, Montgomery County (Maryland) Public Schools, Dept. of Instructional Materials	1965 - 1968
	Librarian, Montgomery County (Maryland) Public Schools, Walter Johnson Senior High School, Rockville	1956 - 1965

*EBERHARD, MRS. NEYSA
Home: Route 2, Peabody, Kansas 66866

Library: Unified School District #373, 124 W. Seventh, Newton, Kansas 67114

Educ:	Kansas State Teachers College	Education	BS	1945
	Kansas State Teachers College	Library Science	MS	1962

Exp:	Library Coordinator, Unified School District #373, Newton, Kansas	1965 - to date
	English Instructor, secondary schools, Unified School District #373, Newton, Kansas	1960 - 1965
	Librarian, Marion (Kansas) High School	1958 - 1960

* Married

ELSE, MRS. CAROLYN J.
Home: 1414 N. Alder, Tacoma, Washington 98406

Library: 2356 Tacoma Avenue South, Tacoma, Washington 98402

Educ:	Stanford University	Psychology	AB	1956
	University of Washington	Librarianship	MLibr	1957

Exp:	Director, Pierce County (Washington) Library, Tacoma	1965 - to date
	Branch Librarian, Pierce County (Washington) Library	1963 - 1965
	Chief, Information Services, Lincoln (Nebraska) City Libraries	1962 - 1963
	Field Librarian, U. S. Army Library Service-Europe	1959 - 1962

*ENGEN, RICHARD B.
Home: 716 - 6th Street, Juneau, Alaska 99801

Library: Department of Education, Pouch F, Juneau, Alaska 99801

Educ:	Northwestern University	History	BS	1952
	University of Washington	Librarianship	MLibr	1953

Exp:	Director, Division of State Libraries, Juneau, Alaska	1967 - to date
	Head, Field Services Division, Oregon State Library, Salem	1963 - 1967
	County Librarian, Inyo County, Independence, California	1962 - 1963
	Reference and Circulation Assistant, Evanston (Illinois) Public Library	1960 - 1962
	Various library positions, Seattle and Wenatchee, Wash.	1953 - 1960

ERICKSON, HAROLD H. J.
Home: 1332A Serape Circle, Apt. #1, Las Vegas, Nevada 89109

Library: University of Nevada, Las Vegas, Nevada 89109

Educ:	Michigan State University	English	BS	1954
	University of Michigan	Library Science	MALS	1959

Exp:	Director, University of Nevada Library, Las Vegas	1965 - to date
	Head, Acquisitions, Syracuse (New York) University	1961 - 1965
	Bibliographer, University of Cincinnati, Ohio	1959 - 1961

* Married

HAYES, PHOEBE F.
Home: 4955 S. Inca Drive, Englewood, Colorado 80110

Library: Bibliographical Center for Research, 1357 Broadway, Denver, Colo. 80203

Educ:	University of Wisconsin	American History	BA	1937
	University of Wisconsin	Library Science	Dipl	1937
	University of Denver	Librarianship	MA	1965

Exp:	Director, Bibliographical Center for Research, Denver	1961 - to date
	Librarian, National Farmers Union, Denver, Colorado	1950 - 1961

* HAYES, WILLIAM F.
Home: 1012 Berkeley, Boise, Idaho 83705

Library: Boise Public Library, 815 Washington, Boise, Idaho 83702

Educ:	Fort Hays (Kansas) State College	English	AB	1962
	University of Denver	Librarianship	MA	1963

Exp:	Director, Boise (Idaho) Public Library	1966 - to date
	Assistant Director, Kokomo (Indiana) Public Library	1963 - 1966

*HINTZ, CARL W.
Home: 2460 Pioneer Pike, Eugene, Oregon 97401

Library: University of Oregon Library, Eugene, Oregon 97403

Educ:	DePauw University	Political Science	AB	1932
	University of Michigan	Librarianship	ABLS	1933
	University of Michigan	Librarianship	AMLS	1935
	University of Chicago	Librarianship	Ph.D.	1952

Exp:	Dean of Libraries, Oregon State System of Higher Education	1965 - to date
	University Librarian, University of Oregon, Eugene	1948 - to date

*HOWARD, EDWARD ALLEN
Home: 5917 Oak Hill Road, Evansville, Indiana 47711

Library: 22 S.E. Fifth Street, Evansville, Indiana 47708

Educ:	University of Louisville	English	BA	1953
	University of Illinois	Library Science	MS	1956

Exp:	Director, Evansville (Indiana) Public Library & Vanderburgh County (Indiana) Public Library	1962 - to date
	City Librarian, Lawrence (Kansas) Free Public Library	1958 - 1962

* Married

*HYMON, MRS. MARY WATSON

Home: P. O. Box 448, Grambling, Louisiana 71245

Library: P. O. Box 3, Grambling, Louisiana 71245

Educ:	Kentucky State College	English & French	AB	1940
	University of Denver	Librarianship	BSLS	1941
	University of Denver	Education	MA	1954
	Indiana University	Adult Education	Ed.D.	1960

Exp:	Head Librarian, Grambling College, Grambling, Louisiana	1947 - to date

JONES, ZOLA

Home: Route 3, Freeport, Ohio 43973

Library: Headquarters, Fifth U.S. Army, Fort Sheridan, Illinois 60037

Educ:	Bob Jones University	Bible & English	AB	1943
	Bob Jones University	Bible & English	MA	1945
	Case-Western Reserve University	Library Science	BSLS	1946

Exp:	Staff Librarian, Hqs., Fifth U.S. Army, Fort Sheridan, Illinois	1967 - to date
	Chief Librarian, Fort Bragg, North Carolina	1965 - 1967
	Cataloger, Akron (Ohio) Public Library	Jan-July, 1965
	Staff Librarian, Hqs., TUSLOG (USAFE), Ankara, Turkey	1963 - 1964
	Chief Librarian, Fort Polk, Louisiana	1961 - 1963
	Post Librarian, Fort Hood, Texas	Jan-Sept. 1961
	Post Librarian, Carlisle Barracks, Pennsylvania	1953 - 1960

KENNEDY, MARY ELLEN

Home: 126 Hickory Avenue, Apt. 27, Bel Air, Maryland 21014

Library: Board of Education of Harford County, 45 East Gordon Street, Bel Air, Maryland 21014

Educ:	Penn State University	Education	BS	1954
	Case-Western Reserve University	Library Science	MS	1959
	Johns Hopkins University	Advanced study in Education	(In progress)	

Exp:	Supervisor of Library Services, Board of Education of Harford County, Maryland	1963 - to date
	Elementary School Librarian, Board of Education of Baltimore, Maryland	1958 - 1963
	Classroom Teacher, Board of Education of Beaver Falls, Pennsylvania	1954 - 1958

KING, RETA E.
Home: 828 Bordeaux, Chadron, Nebraska 69337

Library: Chadron State College, Chadron, Nebraska 69337

Educ:	Peru State College	Geography & English	AB	1937
	University of Denver	Library Science	MA	1955
			(Summer sessions)	

Exp:	Head Librarian, Chadron State College, Chadron, Nebraska	1956 - to date

LLOYD, MRS. HELEN D.
Home: 2700 N.W. 63, Apt. 29, Oklahoma City, Oklahoma 73116

Library: Oklahoma City Public Schools, 900 North Klein, Oklahoma City, Oklahoma 73106

Educ:	University of Oklahoma	Drama, English, Educ	BA	1945
	University of Oklahoma	Library Science	MLS	1960
	University of Oklahoma	Educ & Library Science	Ph.D	1968

Exp:	Director, School Media Services, Oklahoma City Public Schools	1967 - to date
	Coordinator of School Libraries, Oklahoma City Public Schools	1966 - 1967
	Assistant Professor of Library Science, Oklahoma State University, Stillwater	1965 - 1966
	Instructor of Library Science, Oklahoma State University	1963 - 1965
	School Librarian, Oklahoma Public Schools	1955 - 1963

LYNCH, MICHAEL P.
Home: 1714 Jefferson, Wenatchee, Washington 98801

Library: North Central Regional Library, 310 Douglas Street, Wenatchee, Washington 98801

Educ:	University of San Francisco	English	BS	1959
	University of Denver	Librarianship	MA	1963

Exp:	Director, North Central (Wenatchee) Regional Library	1968 - to date
	Extension Librarian and Assistant Director, "	1965 - 1968
	Reference Consultant, Timberland Library Demonstration, Olympia, Washington	1965
	Reference Librarian, South Puget Sound Regional Library, Olympia, Washington	1963 - 1965

* Married

MAC DONALD, JEAN M.
Home: 5900 - 119th Avenue S.E., Apt. 112, Bellevue, Washington 98004

Library: The Boeing Company, Aero-Space Group, Seattle, Washington 98124

Educ:	University of Washington	Sociology	BA	1951
	University of Washington	Librarianship	MLibr	1953

Exp:	Manager, Technical Library, The Boeing Company, Seattle	1964 - to date
	Library Services Supervisor, The Boeing Company, Seattle	1958 - 1964

MILLER, HELEN M.
Home: 2410 State Street, Boise, Idaho 83702

Library: Idaho State Library, 517 Main Street, Boise, Idaho 83702

Educ:	Drury College	English	AB	1940
	University of Denver	Librarianship	BS	1941

Exp:	State Librarian, Idaho State Library, Boise	1962 - to date
	Public Library Consultant, West Virginia State Library Commission, Charleston	1959 - 1961
	Base and Headquarters Librarian, U.S. Air Force (Germany and England)	1955 - 1958

NEWMAN, MRS. MAYRELEE F.
Home: 9960 Brockbank Drive, Dallas, Texas 75220

Library: Dallas County Jr. College District, Main and Lamar Streets, Dallas, Texas 75202

Educ:	Washington State University	English	BA	1949
	University of Washington	Librarianship	MLibr	1963

Exp:	District Planner for Learning Resources of the Dallas County (Texas) Jr. College District	1966 - to date
	Staff Librarian, Hqs. 8th AF (SAC), Westover AFB, Mass.	1965 - 1966
	Base Librarian, Larson AFB, Washington	1960 - 1965
	Summer Faculty, University of Nevada, Reno, five summers	1960 - 1965
	Bookmobile Librarian, Columbia River Regional Demonstration, Moses Lake, Washington	1959 - 1960

* Married

PARHAM, PAUL M.
Home: 2633 Forest Park Boulevard, Fort Worth, Texas 76110

Library: Texas Christian University, Fort Worth, Texas 76129

Educ:	The University of Texas	History	BA	1949
	The University of Texas	Library Science	MLS	1953
	University of Denver	American History	Ph.D.	1964

Exp:	University Librarian and Professor, Texas Christian University	1965 - to date
	Librarian and Professor of History, Northeastern (Oklahoma) State College	1964 - 1965
	Assistant Librarian and Assistant Professor of History, Northeastern (Oklahoma) State College	1962 - 1964
	Librarian, Panhandle (Oklahoma) State College	1959 - 1962

*PULSIFER, MRS. JOSEPHINE S.
Home: Route 8, Box 336, Olympia, Washington 98501

Library: Washington State Library, Olympia, Washington 98501

Educ:	Barnard College	Psychology	BA	1936
	Drexel Institute of Technology	Library Science	BS	1942

Exp:	Chief of Technical Service, Washington State Library	1965 - to date
	Serials Cataloger, Library of Congress	1963 - 1965
	Librarian, Pan American Agricultural School, Honduras	1961 - 1963
	Head, Catalog Department, South Dakota State University	1956 - 1961

REEVES, MARJORIE A.
Home: P. O. Box 4235, Irvine, California 92664

Library: University of California Library, Irvine, California 92664

Educ:	Chapman College	History & Literature	AB	1956
	University of California, Berkeley	Librarianship	MLS	1959

Exp:	Head, Technical Processes, University of California (Irvine)	1966 - to date
	Head, Acquisitions, University of California (Irvine)	1964 - 1966
	Head Librarian, Chapman College, Orange, California	1961 - 1964
	Serials Librarian, Fresno (California) State College	1960 - 1961
	Reference Librarian, Fresno (California) State College	1959 - 1960

* Married

*SADLER, GRAHAM H.
Home: 1318 Rural, Emporia, Kansas 66801

Library: Department of Librarianship, Kansas State Teachers College, Emporia, Kansas 66801

Educ:	Southeast Missouri State College	Business	BS	1952
	Emory University	Librarianship	MLibr	1958

Exp:	Associate Professor, Department of Librarianship, Kansas (Emporia) State Teachers College	1967 - to date
	Director, Library, Fort Lewis College, Durango, Colorado	1966 - 1967
	Administrative Librarian, Kinderhook Regional Library, Lebanon, Missouri	1961 - 1966
	Assistant Librarian, Southeast Missouri State College, Cape Girardeau, Missouri	1954 - 1961

*SANBORN, MRS. DOROTHY CHAPPELL
Home: 1305 High Street, Auburn, California 95603

Library: Auburn-Placer County Library, 290 Palm Avenue, Auburn, California 95603

Educ:	University of Texas at El Paso	English	BA	1941
	George Peabody College	Library Science	MA	1947

Exp:	County Librarian, Auburn-Placer County, Auburn, California	1966 - to date
	Administrative Assistant, Sacramento (California) City Library	1964 - 1966
	Assistant Librarian, Sierra College, Rocklin, California	1962 - 1964
	Librarian, Auburn (California) Public Library	1959 - 1962

SHEAROUSE, HENRY G., JR.
Home: 1285 Glencoe Street, Denver, Colorado 80220

Library: Denver Public Library, 1357 Broadway, Denver, Colorado 80203

Educ:	Georgia Teachers College	General Science & Educ	BS	1945
	Emory University	Library Science	AB (summers)	1947
	University of Illinois	Library Science	MS	1949

Exp:	Assistant Librarian and Director of Public Services, Denver Public Library	1963 - to date
	Associate Library Supervisor, New York State Library	1955 - 1963

*SMITH, ELDRED R.
Home: 1030 Merced Street, Berkeley, California 94707

Library: University of California Library, Berkeley, California 94720

Educ:	University of California, Berkeley	English	BA	1956
	University of Southern California	Library Science	MSLS	1957
	University of California, Berkeley	English	MA	1962

Exp:	Head, Search Division, University of California, Berkeley	1967 - to date
	Bibliographer, University of California, Berkeley	1959 - 1967

*SMITH, WILLIAM H.
Home: 765 - 8th Avenue, Fairbanks, Alaska 99701

Library: University of Alaska Library, College, Alaska 99701

Educ:	Iowa State University	Psychology	BS	1958
	Simmons College	Library Science	MS	1960

Exp:	Acting Director of Libraries, University of Alaska	1968 - to date
	Head, Acquisitions Department, University of Alaska	1964 - to date
	Head, Technical Services, Northeastern (Boston) University	1963 - 1964
	Head, Catalog Department, Northeastern (Boston) University	1960 - 1963
	Circulation Librarian, Northeastern (Boston) University	1958 - 1960

*TOOMBS, KENNETH E.
Home: 16 Garden Springs Road, Columbia, South Carolina 29209

Library: McKissick Memorial Library, The University of South Carolina, Columbia, South Carolina 29208

Educ:	Tennessee Polytechnic Institute	Social Science	BS	1951
	University of Virginia	History	MA	1955
	Rutgers University	Library Science	MLS	1956
	University of South Carolina	History	(In progress)	

Exp:	Director of Libraries, University of South Carolina	1967 - to date
	Director of Libraries and Professor of Library Science, University of Southwestern Louisiana	1963 - 1967
	Assistant Director of Libraries for Public Services, Louisiana State University	1962 - 1963
	Head, Social Sciences, Louisiana State University	1958 - 1962

* Married

WILLIAMSON, PHYLLIS BELLE

Home: 1321 - 1st Avenue North, Great Falls, Montana 59401

Library: School District #1, Box 2669, Great Falls, Montana 59401

Educ:	Eastern New Mexico University	Elem Educ & History	BA	1957
	University of Denver	Library Science	MLS	1962

Exp:	Supervisor of Library Services, Great Falls (Montana) Public Schools	1965 - to date
	Instructor in Library Science, Eastern New Mexico University, Portales	1963 - 1965
	Elementary Librarian, Los Alamos (New Mexico) Public Schools	1958 - 1963

LIBRARY EXECUTIVE DEVELOPMENT PROGRAM

Participant General Information

Sex:
M - 18
F - 17

Age:
30-34 - 5
35-39 - 8
40-44 - 11
45-49 - 4
50-54 - 5
55-65 - 2

Marital Status:
Single - 12
Married - 19
Divorced - 3
Widowed - 1

States Where Employed:

Alaska	2
California	4
Colorado	2
Idaho	2
Illinois	1
Indiana	1
Kansas	2
Louisiana	1
Maryland	2
Minnesota	1
Montana	1
Nebraska	1
Nevada	1
Oklahoma	1
Oregon	2
South Carolina	1
Texas	2
Utah	1
Washington	7

Highest Degree:
Bachelors & BLS - 3
Masters (Libr.) - 26
Masters (Subject Field) - 2
Doctors (Libr.) - 2
Doctors (Subject Field) - 2

Type of Library Where Employed:
Academic - 13
Public - 13
School - 6
Special - 3

Years in Library Field:
5-9 - 6
10-14 - 21
15-19 - 5
20-30 - 1
30-40 - 2

FACULTY BIOGRAPHICAL INFORMATION

JOSEPH BECKER

Director of Information Sciences, Interuniversity Communications Council (EDUCOM), 9650 Rockville Pike, Bethesda, Maryland 20014, 1966 to date.

Graduate Aeronautical Engineer from Brooklyn Polytechnic Institute, 1944; Master in Library Science, Catholic University of America, 1955; Research Fellow in Computer Sciences, University of California at Los Angeles, 1960.

Career Summary:

New York Public Library, 1939-44; Director of Computer and Information Operations for an Agency of the U. S. Government, 1946-63; Professor in library automation at University of Pittsburgh and Catholic University of America. Conceived, developed and directed two World's Fair exhibits of computers and library automation for the American Library Association: Seattle World's Fair and New York World's Fair. Data processing and library consultant to: Xerox Corporation; IBM Corporation; Grolier, and many others.

Additional Professional Activities:

Past President of the Information Science and Automation Division of the American Library Association, 1968. President, American Society for Information Science, 1969.

Member, American Cybernetics Society, Association for Computing Machinery, COSMOS Club, Army-Navy Club, and George Town Club, Washington, D. C.

Publications:

Editor of the Wiley Information Science Series and the ALA Data Processing Series.

Author, with R. M. Hayes, Information Storage and Retrieval, John Wiley & Sons, 1963.

CECIL H. BELL, JR.

Assistant Professor of Management and Organization, Graduate School of Business Administration, University of Washington, 1968 to date.

B.A., University of Puget Sound, 1957; M.A., Boston University, 1959; Ph.D. pending, Boston University, 1969.

Career Summary:

Appointed Community Psychology Fellow at Boston University Human Relations Center, 1965-1967; Attended the Applied Behavioral Science Intern Program at Bethel, Maine, sponsored by the National Training Laboratories; Consultant to New England Hospital Assembly, Community Action Institute, New Haven, Connecticut, State of New York Department of Education, Gulf General Atomics; Staff member, Community Leadership Laboratory, National Training Laboratories; Lecturer, Babson Institute of Technology as well as Boston University, 1967-1968.

WILLIAM JOHN BRUNS, JR.

Associate Professor of Accounting, Graduate School of Business Administration, University of Washington, 1966 to date.

B. A., University of Redlands, 1957; M. B. A., Harvard University, 1959; Ph. D., University of California, 1963.

Career Summary:

Assistant Professor of Economics, 1962-64, Assistant Professor of Economics and Industrial Administration, 1964-66, Yale University; Faculty Fellow in Research, Price Waterhouse & Co., New York, Summer, 1965; Consultant to the United Illuminating Company, New Haven, 1965-66; Fields of specialization: accounting, economic theory, industrial organization and public policy.

Publications:

A Behavioral Accounting Sampler (New York: McGraw-Hill Book Company, In Press), edited with Don T. DeCoster.

Accounting for Decisions: A Business Game (New York: The Macmillan Company, 1966).

"Accounting Information and Decision Making: Some Behavioral Hypotheses," The Accounting Review, Vol. XLIII (July, 1968), pp. 469-480.

"The Accounting Period Concept and Its Effect on Management Decisions," Empirical Research in Accounting: Selected Studies 1966 (Chicago, Illinois: The Institute of Professional Accounting, University of Chicago, 1967), pp. 1-14.

"Inventory Valuation and Management Decisions," The Accounting Review, Vol. XL (April, 1965), pp. 345-357.

Editor, "Book Reviews," The Accounting Review, September, 1967 --.

Advisory editor, Contemporary Topics in Accounting, a series of books to be published by Addison-Wesley Publishing Company.

JAMES S. GARRISON

Assistant Professor, Department of Management and Organization, Graduate School of Business Administration, University of Washington, 1966 to date.

A. B., University of Washington, 1960; M. B. A., University of Washington, 1962; Ph. D., Harvard University, 1967.

Career Summary:

Faculty, Graduate School of Business, Harvard University; Consultant: Celanese Corporation of America; Barrington and Company; Xerox Corporation, and the Boeing Company. Director of Personnel and Organization, Boise Cascade Corporation.

Additional Professional Activities:

Dr. Garrison's thesis research focused on comparing the organizational processes of subsystem differentiation and integration in six large firms operating in three different industries. Study sought to relate differences in the firms' environmental conditions, including different rates of technological and other forms of environmental change; pattern of subsystem differentiation and integration; and organizational performance.

Attended the Applied Behavioral Science Intern Program at Bethel, Maine, sponsored by the National Training Laboratories.

Professor Garrison has participated in a number of laboratory training programs in academic settings and in industry and government.

FREMONT E. KAST

Professor of Management and Organization, Graduate School of Business Administration, University of Washington, 1961 to date.

A. B., San Jose State College, 1946; M. B. A., Stanford University, 1949; D. B. A., University of Washington, 1956.

Career Summary:

U. S. Navy Supply Officer, 1944-1946; Instructor, Syracuse University, 1949-1951; Acting Director, Bureau of Business Research, 1956-1957; Visiting Professor, Columbia Graduate School of Business, 1957-1958; Fulbright Professor at the Netherlands School of Economics (Rotterdam, The Netherlands), 1963-1964; Acting Associate Dean, Graduate School of Business, University of Washington, 1966-1967; Consultant: The Boeing Company; Port of New York Authority; Air Force Institute of Technology. Instructor in various advanced management seminars.

Publications:

Co-author, Science, Technology and Management (New York: McGraw-Hill, 1963).
Co-author, The Theory and Management of Systems (New York: McGraw-Hill, 1967).
Contributor to Encyclopaedia Britannica and Encyclopedia Americana, and author of several monographs and articles dealing with organization theory and management practices.
Currently completing book entitled Management and Organization Theory to be published by McGraw-Hill in 1969.

HENRY P. KNOWLES

Associate Professor, Department of Management and Organization, Graduate School of Business Administration, University of Washington, 1962 to date.

B. S., U. S. Naval Academy, 1935; M. B. A., Harvard University, 1947; Ph. D., Stanford University, 1961.

Career Summary:

Consultant: Pacific Northwest Bell; City of Seattle; U. S. Army Engineers, and Federal Housing and Home Finance Agency. Executive Development Programs of Small Business Administration, Seattle District of the U. S. Army Engineers, and Western Air Lines. Former Director, Undergraduate Programs, School of Business Administration, University of Washington. Current research is in the field of personality change in human relations training.

Publications:

Publications in Harvard Business Review, Western Economic Proceedings, Management International, and other journals.

PRESTON P. LE BRETON

Professor of Management and Organization, Graduate School of Business Administration, University of Washington, Seattle, 1960 to date.

B. S., 1947, M. B. A., 1949, Louisiana State University; Ph. D. University of Illinois, 1953.

Career Summary:

From 1960 to 1965, Head of the Department of Management and Organization, University of Washington. Fellow, Academy of Management, 1962. Past President of the Academy of Management (1966) and past president of the Council for Professional Education in Business (1966 and 1967).

Publications:

Co-author, Planning Theory, 1961
A Guide for Proper Management Planning for Small Business, 1963.
Editor, Comparative Administrative Theory, 1968.
Administrative Intelligence-Information Systems, 1969 (in press).
The Dynamic World of Education for Business: Issues, Trends, and Forecasts, 1969 (in press).
Associate Editor, Journal of the Academy of Management, 1960-present.

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IRVING LIEBERMAN

Director and Professor, School of Librarianship, University of Washington, Seattle, 1956 to date.

B. S., New York University, 1935; B. S. (L. S.) Columbia University School of Library Service, 1939; M. A., Columbia University, 1950; Ed. D., Columbia University, 1955.

Career Summary:

Library Assistant, Public Library, Newark, New Jersey, 1935-38; Branch Library Work, Public Library, Detroit, Michigan, 1939-41; U. S. Army, 1942-46; Library Officer (U. S. Army) European Theatre of Operations, 1944-46; Head, Extension Division Michigan State Library, 1946-48; Consulting position, State Prison of Southern Michigan, Jackson, Michigan, 1948; Consulting position, ALA, 1949; Special Assistant, Superintendent of Central Service, Executive Assistant, Public Library, Brooklyn, New York, 1949-52; Research Associate in Charge of Audio-Visual Project, University of California (Berkeley), 1952-54; Associate in Library Service, Columbia University School of Library Service, 1954-56.

Additional Professional Activities:

Chairman, General Policy and Executive Committees, PNLA Library Development Project, 1956-60; Principal Investigator, Grant to the University of Washington by U. S. Office of Education on Recruitment and Training of Staff and Support of Staff Dissemination Activities at Library 21 Exhibit, Seattle World's Fair, 1962; Advisory Director, Institute of Librarianship, University of Ibadan, Ibadan, Nigeria, 1963-64; Surveyor, Public Library, City of Lagos, Nigeria, 1963-64; Member, Survey Team for Army Library Program, Headquarters, U. S. Army, Europe, June, 1964; Director and Lecturer at two one-week workshops for Army and Air Force Librarians, Headquarters, U. S. Army, Europe, August, 1964; Co-Director, NDEA Institute for School Librarians: "The School Library Supervisor in the Modern Educational Program," grant to the University of Washington by U. S. Office of Education, Summer, 1965; Director and Lecturer at one-week workshop for Army, Air Force and Navy Librarians, Headquarters, U S. Army, Pacific, March, 1968.

Member AAUP, ASIS, ALA, DAVI, PNLA, WLA, WSASL, WDAVI.

Publications:

Audio-Visual Instruction in Library Education, Columbia, 1955.
Survey of the Lagos City Library, Nigeria, 1964.
Editor, Proceedings of an Invitational Conference on Education for Health Sciences Librarianship, Seattle, 1968.
"The Use of Non-Print Media in Library School Instruction," in Library Education: An International Survey, ed. Larry Earl Bone, Champaign, Illinois, 1968.
Numerous articles and monographs.

ROBERT C. MEIER

Professor, Graduate School of Business Administration, University of Washington, 1968 to date.

B. S., Indiana University, 1952; M. A., University of Minnesota, 1955; Ph. D., University of Minnesota, 1961.

Career Summary:

Part-time and visiting faculty appointments at the University of Minnesota; Associate Professor, Graduate School of Business Administration, University of Washington, 1957 to 1967; Operation Research Analyst, 1959-1960, General Mills, Inc.; Benson Optical Company; Anaconda Company; U. S. Navy Torpedo Station, Keyport; Agricultural Economics Department, Washington State University; Thomson-Vialle, Associates, and State of Washington. Associate Director and Instructor, Aerospace Industry Mfg. Seminar, Summer 1962-1967. Lecturer, various Management Development Conferences.

Selected Publications:

An Introduction to Mathematics for Business Analysis, New York: McGraw-Hill, 1960 (with S. H. Archer).

Cases in Manufacturing Management, New York: McGraw-Hill, 1965 (with Schrieber, Johnson, Newell, and Fischer).

"Decision-Making versus Strategy Determination: A Gaming and Heuristic Approach," University of Washington Business Review, April-June, 1966.

Simulation in Business and Economics, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

"Programming of Recreational Land Acquisition," Socio-Economic Planning Services, Vol. 2, No. 1, October, 1968. pp. 15-24.

FOSTER E. MOHRHARDT

Program Officer, Council on Library Resources, Washington, D. C., 1967 to date.

A. B., Michigan State University, 1929; B. S. (L. S.), Columbia University, 1930; M. A., University of Michigan, 1933; L. L. D. (Honorary) Kalamazoo College.

Career Summary:

Library Assistant, New York Public Library, 1930; Library Assistant, University of Michigan Library, 1931-33; Assistant Librarian, Colorado State College of Education, Greeley, 1933-34; Assistant to Chairman, Advisory Groups on Academic Libraries, Carnegie Corporation of New York, 1935-38; University Librarian, Washington and Lee University, 1938-46; (War leave, 1942-45); Chief, Library and Reports Division, U. S. Department of Commerce, Office of Technical Services, 1946-47; Contract Consultant, Brookhaven National Laboratory, 1947-48; Visiting Professor, Columbia University School of Library Service, 1947-48; Chief, Library Division, U. S. Veterans Administration, 1948-1954; Director, National Agricultural Library, Washington, D. C., 1954-1967.

Additional Professional Activities:

Chairman, Automation Committee, Library of the Future, Library 21, 1961-1963; International Relations Committee, 1965 to date; Interdivisional Committee on Documentation, 1965 to date; Library Technology Project Advisory Committee, 1965; Panel on UNESCO, 1958 to date; ALA Representative - American Association for the Advancement of Science, 1965 to date; International Federation of Library Associations, Official Delegate, 1965 to date; Virginia Library Association, President, 1956; American Association for the Advancement of Science, Vice President, 1963; Biological Sciences Communications Project, Executive Board, 1958-1963; International Association of Agricultural Librarians and Documentalists, President, 1955; International Federation for Documentation, Chairman, U. S. Science Abstracting and Indexing Services, President, 1964-1965; U. S. Book Exchange, President, 1959-1960; American Library Association, Vice President, President Elect, 1966-1967, President, 1967-1968.

Publications:

Stebbins, Kathleen B., and Foster E. Mohrhardt. Personnel Administration in Libraries. Scarecrow Press (2nd ed.), 1966.
Guide to Information Sources in Space, Science and Technology, New York: John Wiley and Sons, 1963 (with Bernard M. Fry).
List of Books for Junior College Libraries (Chicago: ALA, 1963).
Compiler, Library Literature, ALA, 1929-1932.
Contributor to library and other publications.

Honors:

American Association for the Advancement of Science, Fellow, 1962; Institute of Information Scientists (London), Fellow, 1962; U. S. D. A. Distinguished Service Award, 1963; Official Delegate to International Conferences; FID, Pacific Science Congress, International Council of Scientific Unions, U. S.-Japanese Committee on Scientific Cooperation, National Science Information Centers of Pacific Area, International Exchange of Publications, Indo-Pacific Area.

WILLIAM T. NEWELL

Associate Professor of Management, Graduate School of Business Administration, University of Washington, 1963 to date.

B. S., University of Colorado, 1952; M. B. A., University of Denver, 1955; Ph. D., University of Texas, 1962.

Career Summary:

Instructor, College of Business Administration, University of Texas; Alfred P. Sloan Faculty Fellowship, Sloan School of Management, Massachusetts Institute of Technology, 1963-64; Instructor: Aerospace Industry Manufacturing Seminar, The Boeing Company, 1962-68; Management Development Program II, Internal Revenue Service, Washington, D.C.; Aerospace Industry Purchasing Seminar, The Boeing Company; Purchasing Management Seminar, Purchasing Agents' Association of Washington; Executive Development Seminar, U. S. Army Corps of Engineers; Library Planning Workshop, Pacific Northwest Library Association; Institute on Planning, Oregon State Library, as well as other advanced management seminars for business groups and Federal Government agencies.

Publications:

Long Range Planning Policies and Practices. Austin, Texas: Bureau of Business Research, University of Texas, 1963.

Co-author, Cases in Manufacturing Management. New York: McGraw-Hill, 1965.

Co-author, Simulation in Business and Economics. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

"Aids to Planning and Decision Making: Quantitative Analysis and Systems Analysis," Proceedings, Institute on Planning. Salem, Ore.: Oregon State Library, 1965.

"Long-Range Planning for Library Managers," PNLA Quarterly, October, 1966.

JAMES E. ROSENZWEIG

Professor and Chairman, Department of Management and Organization, Graduate School of Business Administration, University of Washington, 1968 to date.

B. A., University of Washington, 1951; M. B. A., University of Washington, 1954; Ph. D., University of Illinois, 1956.

Career Summary:

Actuarial statistician with Olympic National Life Insurance Company of Seattle, 1951-1952; account representative in Management Controls with Remington Rand, 1952-53; Deputy Sheriff, King County, 1953-54; The Boeing Company, tool and production planning, 1954. Instructor, University of Illinois, 1955-56; associated with the University of Washington since 1956; Visiting Professor, Graduate School of Business, Indiana University, 1967. Consulting assignments include work with Kaiser Aluminum and Chemical Sales, Inc.; The Boeing Company; The Port of New York Authority; the Matson Navigation Company; B. C. Air Lines; The Port of Longview; The Department of Defense; Washington Utilities and Transportation Commission, and the King County Civil Service Commission.

Member, Academy of Management, The Institute of Management Sciences.

Publications:

The Demand for Aluminum: A Case Study in Long Range Forecasting, Bureau of Economic and Business Research, University of Illinois, 1957.
Science, Technology, and Management, New York, McGraw-Hill, 1963 (co-author).
The Theory and Management of Systems (Second Edition), New York, McGraw-Hill, 1967 (co-author).
Management and Organization (In Press), New York, McGraw-Hill, 1970 (co-author).
Numerous articles in Management Science, Business Horizons, California Management Review, Business and Society, Academy of Management Journal, IRE Transactions on Engineering Management, Advanced Management, University of Washington Business Review.

JAMES F. RYAN

Assistant Vice President for Business and Finance; Director of Finance, University of Washington, 1967 to date.

B. S., Marquette University, 1950.

Career Summary:

Supervisor of Research, Tax Commission, State of Washington, 1953-1960; Executive Secretary, Tax Advisory Council, 1957-1959; Chief Budget Analyst, Central Budget Agency, State of Washington, 1960-1965; Assistant to the Vice President for Business and Finance, University of Washington, 1965-1966; Budget Director, Central Budget Agency, State of Washington, 1966-1967; Vice-Chairman, Governor's Data Processing Advisory Committee; Consultant Western Interstate Commission for Higher Education on analytical models in management information systems; Lecturer in Budgeting for the 1969 Western Association of College and University Business Officers Seminar.

Member: National Association of State Budget Officers; Western Association of College and University Business Officers.

BORJE O. SAXBERG

Associate Dean and Professor of Administrative Theory and Organizational Behavior, Graduate School of Business Administration, University of Washington, 1969 to date.

B. Econ., Swedish University College of Commerce (Finland), 1950; B. S. Oregon State University, 1952; M. S., 1953, Ph. D., 1958, University of Illinois.

Career Summary:

As a recipient of a Ford Foundation Faculty Study Fellowship, Dr. Saxberg spent a year at Cornell University in the fields of sociology, social psychology, and anthropology. He served on the faculty of the College of Commerce at the University of Illinois from 1953 to 1957, when he joined the faculty of the University of Washington. In 1963 he was honored by the doctoral students in the College of Business Administration as Professor Exemplar. Invited lecturer for the Fall Alumni Conference of the Norwegian School of Economics and Business Administration, Bergen, Norway in 1968. Frequent lecturer for management groups and in management development programs.

Publications:

Articles in Business Horizons, The Business Quarterly, Journal of Finance, Harvard Business Review, Mining Engineering, Management International, Management Science, and Economie Apliquee.
Co-editor, The Business World, Houghton Mifflin Co.
Associate editor, Comparative Administrative Theory, University of Washington Press, 1968.

BIBLIOGRAPHY

Argyris, Chris. Personality and Organization. N.Y., Harper & Row, 1957.

Becker, Joseph, and Hayes, Robert M. Information Storage and Retrieval. N.Y., John Wiley and Sons, Inc., 1963.

Becker, Joseph, and Olsen, Wallace C. "Information Networks." In Annual Review of Information Science and Technology. Vol. 3, Chapter 10 (pp. 289-327). Edited by Carlos A. Cuadra. Chicago, Encyclopaedia Britannica, Inc. William Benton, publisher. Issued by American Society for Information Science, 1968.

Bennis, Warren G. Changing Organizations. New York, McGraw-Hill, 1966.

Bennis, Warren G., et al. The Planning of Change; Readings in the Applied Behavioral Sciences. 2d ed. N.Y., Holt, Rinehart, Winston, 1968.

Berelson, Bernard, and Steiner, Gary A. Human Behavior. N.Y., Harcourt, Brace & World, 1964.

Blake, R. R., et al. Managing Intergroup Conflict in Industry. Houston, Texas, Gulf, 1964.

Blau, Peter M. Bureaucracy in Modern Society. N.Y., Random House, 1956. (Random House studies in sociology)

Boulding, Kenneth E. The Image: Knowledge in Life and Society. Ann Arbor, University of Michigan Press, 1961.

Bradford, Leland P., et al., eds. T-Group Theory and Laboratory Methods. N.Y., John Wiley and Sons, 1964.

Brown, J. A. The Social Psychology of Industry. Harmondsworth, Middlesex, Penguin (Pelican), 1954.

Caplow, Theodore. Principles or Organization. N.Y., Harcourt, Brace & World, 1964.

Daedalus; Journal of the American Academy of Arts and Sciences. Summer, 1967, issue.

Davis, Keith. Human Relations at Work. 3rd ed. N.Y., McGraw-Hill, 1967.

Davis, Keith, and Scott, William G., eds. Readings in Human Relations. 2d ed. N.Y., McGraw-Hill, 1964.

Drucker, Peter F. The Practice of Management. N.Y., Harper & Row, 1954.

Dubin, Robert. Human Relations in Administration. 3rd ed. Englewood Cliffs, N.J., Prentice-Hall, 1968.

Etzioni, Amitai. Modern Organizations. Englewood Cliffs, N.J., Prentice-Hall, 1964.

Gellerman, Saul. Motivation and Productivity. N.Y., American Management Association, 1963.

Gordon, Thomas. Group Centered Leadership. Boston, Houghton Mifflin Company, 1955.

Heckmann, I. L., and Huneryager, S. G. Human Relations in Management. 2d ed., Cincinnati, South-Western Pub., 1967.

Homans, George C. The Human Group. N.Y., Harcourt, Brace & World, 1950.

Horney, Karen. The Neurotic Personality of Our Time. N.Y., W. W. Norton & Co., 1937.

Johnson, R. A., et al. The Theory and Management of Systems. 2d ed. N.Y., McGraw-Hill, 1967.

Katz, Daniel, and Kahn, Robert L. The Social Psychology of Organizations. N.Y., Wiley, 1966.

Leavitt, Harold J. Managerial Psychology. 2d ed. Chicago, University of Chicago Press, 1964.

LeBreton, Preston P. Administrative Intelligence-Information Systems. Boston, Houghton Mifflin, 1969.

LeBreton, Preston P., ed. Comparative Administrative Theory. Seattle, University of Washington Press, 1968.

LeBreton, Preston P., ed. The Dynamic World of Education for Business: Issues, Trends, Forecasts. Cincinnati, South-Western Publishing Company, 1969.

LeBreton, Preston P. General Administration: Planning and Implementation. N.Y., Holt, Rinehart & Winston, 1965.

LeBreton, Preston P., and Henning, Dale A. Planning Theory. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1961.

Likert, Rensis. The Human Organization: Its Management and Value. N. Y., McGraw-Hill, 1967.

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Lyden, Fremont, and Miller, Ernest, eds. Planning, Programming, Budgeting: A Systems Approach to Management. Chicago, Ill., Markham Publishing Co., 1967.

Maslow, Abraham H. Motivation and Personality. N.Y., Harper & Row, 1954.

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Mayo, Elton. The Social Problems of an Industrial Civilization: Political Problem. Boston, Division of Research, Graduate School of Business Administration, Harvard University, 1945.

McGregor, Douglas. The Human Side of Enterprise. N.Y., McGraw-Hill, 1960.

Miles, Matthew B. Learning to Work in Groups. N.Y., Bureau of Publications, Teachers College, Columbia University, 1959.

Morse, Philip M., ed. Operations Research for Public Systems. Cambridge, Mass., M.I.T. Press, 1967.

Nylen, Donald, et al. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Rev. ed. Washington, D. C., National Education Association, 1967.

"Planning, Programming, Budgeting Symposium," Public Administration Review, December, 1966. Published by American Society for Public Administration, Washington, D. C.

"Planning, Programming, Budgeting System Re-examined: Development, Analysis and Criticism" (Symposium). Public Administration Review, March-April, 1969. Published by American Society for Public Administration, Washington, D. C.

Rogers, C. R. On Becoming a Person. Boston, Houghton Mifflin, 1961.

Schein, Edgar H. Organizational Psychology. Englewood Cliffs, N. J., Prentice-Hall, 1965.

Schein, Edgar H., and Bennis, Warren G. Personal and Organizational Change Through Group Methods. N.Y., Wiley, 1965.

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Selznick, Philip. Leadership in Administration: A Sociological Interpretation. N.Y., Harper & Row, 1957.

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Simon, Herbert. The Shape of Automation for Men and Management. (Harper-Torchbook) N.Y., Harper & Row, 1966.

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Sutermeister, Robert A. People and Productivity. N.Y., McGraw-Hill, 1963.

Tannenbaum, Arnold S. Social Psychology of the Work Organization. Belmont, Cal., Wadworth, 1966.

Vollmer, Howard M., and Mills, Donald L., eds. Professionalization. Englewood Cliffs, N. J., Prentice-Hall, 1966.

Walker, Charles R., ed. Modern Technology and Civilization. N.Y., McGraw-Hill, 1962.

Warren, E. Kirby. Long Range Planning: The Executive Viewpoint. Englewood Cliffs, N.J., Prentice-Hall, 1966.

Wasserman, Paul, and Bundy, Mary Lee. Reader in Library Administration. Washington, D. C., Microcard Editions, 1968.

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REPRINTS:

Knowles, Henry P. and Saxberg, Borje O. "Human Relations and the Nature of Man." Harvard Business Review, March-April, 1967. Published by Harvard Business Review, Boston, Massachusetts.

REPRINTS (Continued):

Saxberg, Borje O. "Obsolescence of Employee Loyalty under Automation." European Business, No. 17, April, 1968. Published by INSEAD and the Graduate Association, Paris, France.

Tannenbaum, Robert, and Schmidt, Warren H. "How to Choose a Leadership Pattern." Harvard Business Review, March-April, 1958. Published by Harvard Business Review, Boston, Massachusetts.

INSTRUCTIONAL MATERIAL HANDOUTS

Instructional material handouts given to participants during the Institute were forwarded to the Office of Education in December, 1969, as part of Appendix H of the Institute report. Copies of these items are available in the permanent file of the School of Librarianship at the University of Washington.

1. Assignment Sheet.
2. Instructional material handouts for the following subjects:
   a. Organization and Management: A Systems Approach
   b. Management Planning
   c. Psycho-Social and Managerial Systems
   d. Organizational Behavior
   e. Systems Analysis
   f. Cost Identification and Collection
   g. Budget Development
   h. Leadership Laboratory
   i. Policy Formulation and Administration